

Education

- 2008-2012 **Doctor of Philosophy**, *Mathematics*, New Mexico State University, Las Cruces, NM.
2006-2008 **Master of Science**, *Mathematics*, New Mexico State University, Las Cruces, NM.
2000-2004 **Bachelor of Science**, *Mathematics Major, Computer Science/Business Minor*, Ball State University, Muncie, IN.

Doctoral Thesis

- Title *Proof and Proving: Logic, Impasses, and the Relationship to Problem Solving*
Advisor Dr. Annie Selden

Employment

- 2022-present **Director of the Four-Year Research Engagement (FYRE) Program**, *Honors College*, University of Oklahoma, Norman, OK.
2018-present **Associate Professor with Tenure, RUME**, *Department of Mathematics*, University of Oklahoma, Norman, OK.
2013-2018 **Assistant Professor, RUME**, *Department of Mathematics*, University of Oklahoma, Norman, OK.
2012-2013 **Postdoctoral Fellow**, *CREATE for STEM Institute, Department of Mathematics*, Michigan State University, East Lansing, MI.
2007, **Research Assistant**, *Department of Mathematics, Math Snacks NSF Grant #0918794*,
2009-2012 New Mexico State University, Las Cruces, NM.
2006-2012 **Teaching Assistant**, *Department of Mathematics*, New Mexico State University, Las Cruces, NM.
2005-2006 **High School Teacher**, *Department of Mathematics*, McKinley High School, Honolulu, HI.
2005 **Teaching Assistant**, *Department of Mathematics*, University of Hawai'i, Honolulu, HI.

Publications

Peer-reviewed Journal Publications

- Savić, M. (2021). Utilizing Discussion Boards for Test Questions: Opportunities for Students' Mathematical Creativity and Uniqueness. *International Journal of Mathematical Education in Science and Technology* Available online at <https://doi.org/10.1080/0020739X.2021.1983657>.
- Savić, M., Gunter, D., Curtis, E., & Paz Pirela, A. (2021) Productive Failures: From Class Requirement to Fostering a Support Group. *International Journal of Educational Psychology*, 10(3), 271-294. Available online at <https://hipatiapress.com/hpjournals/index.php/ijep/article/view/5994>.
- Savić, M., Kothapalli, N. R., Lanier, H., Freeman, E., Ratliff, L., Hillerman, E. & Martin, C. R. (2021). Positioning Humanity Before Progress - Students' and Mentors' Perceptions on the COVID-19 Impact on Undergraduate Research. In *Scholarship and Practice of Undergraduate Research (SPUR)*, 5(1), 31-38.
- Satyam, V. R., Savić, M., Cilli-Turner, E., El Turkey, H., & Karakok, G. (2021). Exploring the Role of Students' Views of Creativity on Feeling Creative. *International Journal of Mathematical Education in Science and Technology (IJMEST)* Available online at <https://doi.org/10.1080/0020739X.2021.1961032>.

- Moore-Russo, D., Kornelson, K., **Savić, M.**, & Andrews, C. (2020). Considering the Evolution of the STEM Mathematical Pathway at the University of Oklahoma using Organizational Development and Change Theory. *Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS)*, 31, 3-5, 343-357. Available online at <https://doi.org/10.1080/10511970.2020.1793852>
- Regier, P. & **Savić, M.** (2019). How Teaching to Foster Mathematical Creativity May Impact Self-efficacy for Proving. *Journal of Mathematical Behavior*, 57. Available online at <https://doi.org/10.1016/j.jmathb.2019.100720>
- Omar, M., Karakok, G., **Savić, M.**, El Turkey, H. & Tang, G. (2019). “I Felt Like a Mathematician”: Homework Problems to Promote Creative Effort and Metacognition. *Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS)*, 29(1), 82-102. Available online at <https://doi.org/10.1080/10511970.2018.1475435>
- Tang, G., El Turkey, H., Cilli-Turner, E., **Savić, M.**, Karakok, G., & Plaxco, D. (2017). Inquiry as an Entry Point to Equity in the Classroom. *International Journal of Mathematical Education in Science and Technology*, 48(Sup1), S4-S15.
- El Turkey, H., Tang, G., **Savić, M.**, Karakok, G., & Cilli-Turner, E. (2017). The Creativity-in-Progress Rubric (CPR) on Proving: Two Teaching Implementations and Students’ Reported Usage. *Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS)*, 28(1), 57-79. Available online at <http://dx.doi.org/10.1080/10511970.2017.1346735>
- **Savić, M.** & Martin, P. (2017). The Perceived vs. Actual Use of Mathematics in Medicine According to Pre-Medicine Students and Practicing Physicians. *Teaching Mathematics and Its Applications: An International Journal of the IMA*, 37(4), 192-201. Available online at <https://doi.org/10.1093/teamat/hrx011>
- **Savić, M.** (2017). Does content matter in an introduction-to-proof course? *Journal of Humanistic Mathematics*, 7(2), 149-160. Available online at <http://scholarship.claremont.edu/jhm/vol7/iss2/7/>
- **Savić, M.** (2016). Mathematical Problem-Solving via Wallas’ Four Stages of Creativity: Implications for the Undergraduate Classroom. *The Mathematics Enthusiast*, 13(3), 255-278.
- Lee, Y. H., Dunbar, N., Kornelson, K., Wilson, S. N., Ralston, R., **Savić, M.**, ... & Elizondo, J. (2016). Digital Game based Learning for Undergraduate Calculus Education: Immersion, Calculation, and Conceptual Understanding. *International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)*, 8(1), 13-27.
- **Savić, M.** (2015). The incubation effect: How mathematicians recover from proving impasses. *The Journal of Mathematical Behavior*, 39, 67-78.
- **Savić, M.** (2015). On Similarities and Differences Between Proving and Problem Solving. *Journal of Humanistic Mathematics*, 5(2), 60-89. Available online at <http://scholarship.claremont.edu/jhm/vol15/iss2/6/>.
- **Savić, M.** (2014). Two Aspects of Proof: Examining the Amount of Logic in Student-Constructed Proofs and Mathematicians’ Actions in Recovering From Proving Impasses. *Ball State Undergraduate Mathematics Exchange*, 9(1), 21-38. Available online at <http://www.bsu.edu/libraries/virtualpress/mathexchange/09-01/TwoAspectsofProof.pdf>.

Invited Book Chapters

- **Savić, M.**, Satyam, V. R., El Turkey, H., & Tang, G. (submitted). Mathematical Creativity at the Tertiary Level: A Systematic Review of the Literature. In S. Chamberlin, P. Liljedahl & M. Savić (Eds.), *Mathematical Creativity: A Developmental Perspective* (pp. —). New York, NY: Springer.

- Karakok, G., Tang, G., Cilli-Turner, E., El Turkey, H., **Savić, M.**, & Satyam, V. R. (submitted). “Creativity is Contagious” and “Collective”: Progressions of Undergraduate Students’ Perspectives on Mathematical Creativity. In S. Chamberlin, P. Liljedahl & M. Savić (Eds.), *Mathematical Creativity: A Developmental Perspective* (pp. —). New York, NY: Springer.
- **Savić, M.** (2020). Researching in Undergraduate Mathematics Education: Possible Directions for both Students and Faculty. In P. Harris, E. Insko & A. Wootton (Eds.), *A Project-Based Guide to Undergraduate Research in Mathematics* (pp. 287-302). New York, NY: Springer.
- **Savić, M.**, Karakok, G., Tang, G., El Turkey, H., & Naccarato, E. (2017). Formative Assessment of Creativity in Undergraduate Mathematics: Using a Creativity-in-Progress Rubric (CPR) on Proving. In R. Leikin & B. Sriraman (Eds.), *Creativity and Giftedness: Interdisciplinary perspectives from mathematics and beyond* (pp. 23-46). New York, NY: Springer.
- Trujillo, K. M., Wiburg, K., **Savić, M.**, & McKee, K. (2013). Teachers Learn How to Effectively Integrate Mobile Technology by Teaching Students Using Math Snacks Animations and Games. In J. Keengwee (Ed.), *Pedagogical Applications and Social Effects of Mobile Technology Integration* (pp. 98-114).

Edited/Co-authored Books

- S. Chamberlin, P. Liljedahl, & **Savić, M.** (projected 2022) *Mathematical creativity: A developmental perspective*.

Peer-refereed Conference Proceedings

- Hass, C., El-Adawy, S., Franklin, S., Hancock, E., Kustusch, M. B., **Savić, M.**, & Sayre, E. (accepted). Gatekeeping of Emerging Discipline-Based Education Researchers. In (Eds.), *Proceedings of the International Society of Learning Sciences*.
- Cruickshank, K. & **Savić, M.** (accepted). Experiencing Disability in Undergraduate Mathematics Education. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 24rd Annual Conference on Research in Undergraduate Mathematics Education* Boston, MA.
- Tang, G., **Savić, M.**, Satyam, V.R., El Turkey, H., & Karakok, G. (accepted). “The reason why I didn’t like [math] before is because I never felt creative”: Affective Outcomes from Teaching Actions to Foster Mathematical Creativity in Calculus 1. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 24rd Annual Conference on Research in Undergraduate Mathematics Education* Boston, MA.
- Satyam, V.R., **Savić, M.**, Tang, G., El Turkey, H., & Karakok, G. (accepted). Teacher Actions to Foster Creativity in Calculus. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 24rd Annual Conference on Research in Undergraduate Mathematics Education* Boston, MA.
- Hass, C., El-Adawy, S., Sayre, E., Hancock, E., & **Savić, M.** (accepted). Emerging Mathematics Education Researchers’ Conception of Theory in Education Research. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 24rd Annual Conference on Research in Undergraduate Mathematics Education* Boston, MA.
- Regier, P., **Savić, M.**, & El Turkey, H. (2021). A Quantitative Analysis of Six Aspects of Student Identity and Creativity-Fostering Instruction. In M. Vollstedt (Ed.), *Proceedings of the ICME-14 Topic Study Group 18 Students’ identity, motivation, and attitude towards mathematics and its study* (pp. 72-75).
- Karakok, G., El Turkey, H., **Savić, M.**, Tang, G., Cilli-Turner, E., & Regier, P. (2020). Creativity-in-Progress Rubric on Problem Solving at the Post-Secondary Level. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 986-990). Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmna.42.2020>.

- Cilli-Turner, E., **Savić, M.**, Tang, G., El Turkey, H., & Karakok, G. (2020). Sources of Evolution of University Students' Views on Mathematical Creativity. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1069-1073). Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmna.42.2020>.
- Tang, G., **Savić, M.**, El Turkey, H., Cilli-Turner, E., Karakok, G., & Regier, P. (2020). Shifting Pedagogical Beliefs into Action Through Teaching for Mathematical Creativity. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 959-965). Boston, MA.
- El Turkey, H., Karakok, G., Tang, G., Regier, P., **Savić, M.**, & Cilli-Turner, E. (2020). Tasks to Foster Mathematical Creativity in Calculus I. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 588-597). Boston, MA.
- Simmons, K., **Savić, M.**, Moore-Russo, D., Kornelson, K., & Andrews, C. (2020). Undergraduate Learning Assistants and Mathematical Discourse in an Active-Learning Precalculus Setting. In S. Karunakaran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 921-925). Boston, MA.
- Cilli-Turner, E., **Savić, M.**, Karakok, G., El Turkey, H., & Tang, G. (2019). Tertiary Students' Ever-Changing Views on Mathematical Creativity. In J. Pettigrew, L. Rylands, D. Shearman, & A. Yeung (Eds.), *Reflections of Change Proceedings* (pp. 11-18). Freemantle, Australia, 2019.
- Voigt, M., Funk, R., Jett, C., Johnson, E., Leyva, L., Melhuish, K., & **Savić, M.** (2019). Executive summary of the ad hoc committee for the advancement of lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) inclusion in the RUME community. In A. Weinberg, D. Moore-Russo, H. Soto, & M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1-9). Oklahoma City, OK, 2019.
- Simmons, K. & **Savić, M.** (2019). Deaf and Hard of Hearing Students' Perspectives on Undergraduate Mathematics Experience. In A. Weinberg, D. Moore-Russo, H. Soto, & M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1029-1034). Oklahoma City, OK, 2019.
- Cilli-Turner, E., **Savić, M.**, El Turkey, H., & Karakok, G. (2019). An Initial Investigation Into Teaching Actions That Specifically Foster Mathematical Creativity. In M. Nolte (Ed.), *Proceedings of the 11th Biannual Conference on Mathematical Creativity and Giftedness* (pp. 130-135). Hamburg, Germany.
- Tinsley, C., Rawlins, B., Moore-Russo, D., & **Savić, M.** (2018). Math Help Centers: Factors that Impact Student Perceptions and Attendance. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 301-310). San Diego, CA, 2018.
- **Savić, M.**, Gunter, D., Curtis, E., & Paz Pirela, A. (2018). Productive Failures: From Class Requirement to Fostering a Support Group. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1312-1318). San Diego, CA, 2018.
- Regier, P. & **Savić, M.** (2018). How can Fostering Creativity Promote Self-efficacy for Proving?. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1509-1515). San Diego, CA, 2018.

- **Savić, M.**, El Turkey, H., Tang, G., Karakok, G., Cilli-Turner, E., Plaxco, D. & Omar M. (2017). Pedagogical Practices for Fostering Mathematical Creativity in Proof-Based Courses: Three Case Studies. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1418-1424). San Diego, CA, 2017.
- Tang, G., El Turkey, H., Cilli-Turner, E., **Savić, M.** Plaxco, M., & Karakok, G. (2017). Inquiry as an Access Point to Equity in the Classroom. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1098-1106). San Diego, CA, 2017.
- **Savić, M.**, Plaxco, D., Wenger, M., Cilli-Turner, E., Tang, G., El Turkey, H., & Karakok, G. (2017) $C \times N$: Investigating the Creative Proving Process using Neuroscience Methods. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 879-885). San Diego, CA, 2017.
- **Savić, M.**, El Turkey, H., Tang, G., Karakok, G., Cilli-Turner, E., Plaxco, D. & Omar, M. (2017). Pedagogical Practices for Fostering Mathematical Creativity in Tertiary-Level Proof-Based Courses. In D. Pitta-Pantazi (Ed.), *Proceedings of the 10th Biannual Conference on Mathematical Creativity and Giftedness* (pp. 130-135). Nicosia, Cyprus. Available online at http://www.cyprusconferences.org/mcg10/files/Proceedings_MCG10_FinalPublication.pdf
- Berger, A., Grider, R., Bucher, J., Mills-Weis, M., Bozkurt, F. & **Savić, M.** (2016). RUME- and Non-RUME-track students' motivations of enrolling in a RUME graduate course. In T. Fukawa-Connelly, N. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 548-550). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME19v3.pdf>.
- Plaxco, D. & **Savić, M.** (2016). Communicative Artifacts of Proof: Transitions from Ascertaining to Persuading. In T. Fukawa-Connelly, N. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1236-1237). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME19v3.pdf>.
- Karakok, G., **Savić, M.**, Tang, G. & El Turkey, H. (2015). Mathematicians' views on undergraduate student creativity. In K. Krainer and N. Vondrová (Eds.), *CERME 9-Ninth Congress of the European Society for Research in Mathematics Education* (pp. 1003-1009). Prague, Czech Republic. Available online at http://www.mathematik.uni-dortmund.de/ieem/erme_temp/CERME9.pdf.
- Tang, G., El Turkey, H., **Savić, M.**, & Karakok, G. (2015). Exploration of undergraduate students' and mathematicians' perspectives on creativity. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 993-1000). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME18v2.pdf>.
- **Savić, M.**, Karakok, G., Tang, G., & El Turkey, H. (2015). Developing a creativity-in-progress rubric on proving. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 939-945). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME18v2.pdf>.
- Katz, B., Post, R., **Savić, M.** & Cook, J.P. (2015) An Investigation Into Sociomathematical Norms of Proving Schemes. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 653-659). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME18v2.pdf>.

- Cook, J. P., Katz, B. & **Savić, M.** (2015). The Transfer of Knowledge from Groups to Rings: An Exploratory Study. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 430-434). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME18v2.pdf>.
- Kornelson, K., Lee, Y-H., Stewart, S., Wilson, S., Dunbar, N., Thompson, W., Ralston, R., **Savić, M.** & Lennox, E. (2015). Investigating the Effectiveness of an Instructional Video Game for Calculus: Mission Prime. In T. Fukawa-Connelly, N. Infante, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 660-666). Pittsburgh, PA. Available online at <http://sigmaa.maa.org/rume/RUME18v2.pdf>.
- **Savić, M.**, Karakok, G., Tang, G., Stubblefield, M., & Turkey, H. (2014). How can we assess undergraduate students' creativity in proof and proving? In G. Howell, L. Sheffield, & R. Leikin (Eds.), *Proceedings of the 8th Conference of MCG-International Group for Mathematical Creativity and Giftedness* (pp. 107-112). Denver, CO. Available online at <https://drive.google.com/file/d/0B1W-oF1zfvpobU5Ma0g5RjZPRWc/view>.
- **Savić, M.**, Mills, M. & Moore, R.C. (2014). Mathematicians' Views on Transition-to-Proof and Advanced Mathematics Courses. In T. Fukawa-Connelly, G. Karakok, K. Keene & M. Zandieh (Eds.), *Proceedings of the 17th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1009-1014). Denver, CO. Available online at <http://sigmaa.maa.org/rume/RUME17.pdf>.
- **Savić, M.** (2013) An Examination of Proving Using a Problem-Solving Framework. In S. Brown, G. Karakok, K. Hah Roh & M. Oehrtman (Eds.), *Proceedings of the 16th Annual Conference on Research in Undergraduate Mathematics Education* (1-381 ? 1-393). Available online at: <http://sigmaa.maa.org/rume/RUME16Volume1.pdf>.
- **Savić, M.** (2012) What Do Mathematicians Do When They Reach a Proving Impasse? In S. Brown, S. Larsen, K. Marrongelle, & M. Oehrtman (Eds.), *Proceedings of the 15th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1-388 - 1-402). Available online at: http://sigmaa.maa.org/rume/RUME_XV_Proceedings_Volume_1.pdf.
- **Savić, M.** (2011). Where is the Logic in Proofs? In S. Brown, S. Larsen, K. Marrongelle, & M. Oehrtman (Eds.), *Proceedings of the 14th Annual Conference on Research in Undergraduate Mathematics Education, Vol. 2* (pp 445-456). Portland, Oregon. Available online at: http://sigmaa.maa.org/rume/RUME_XIV_Proceedings_Volume_2.pdf.
- **Savić, M.**, Trujillo, K., Wiburg, K. & Stanford, T. (2011). Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics Understanding. In *Proceedings of the 9th Annual Hawaii International Conference on Education* (pp. 502-509).
- McKee, K., Selden, A., Selden, J. & **Savić, M.** (2010). Making Actions in the Proving Process Explicit, Visible, and 'Reflectable'. In *Proceedings of the 13th Annual Conference on Research in Undergraduate Mathematics Education*. Available online at <http://sigmaa.maa.org/rume/crume2010/Archive/McKee.pdf>.
- Tang, G., **Savić, M.**, & Cilli-Turner, E. (withdrawn). Teaching Math Versus Teaching Students. *Proceedings of the 14th International Congress on Mathematical Education*.

Other Publications

- **Savić, M.** (2020). *What is Math? What is Education?*. Mathematical Association of America FOCUS Magazine, 40(1). pp. 24-25.
- Cilli-Turner, E., El Turkey, H., Karakok, G., **Savić, M.**, & Tang, G. (2020). Creativity in Mathematics: Foreword. *Journal of Humanistic Mathematics*, 10(2), 3-5.

- Ludwig, L. et al. (2017) *Mathematical Association of America Instructional Practices Guide*, Formative Assessment portion. Available online at <http://www.maa.org/programs/faculty-and-departments/ip-guide>
- Karakok, G., **Savić, M.**, Tang, G., El Turkey, H., Plaxco, D & Naccarato, E. (2016). *A Rubric for Creativity in Writing Proofs*. Mathematical Association of America Focus Magazine, 36(1). pp. 42-43.
- Karakok, G., El Turkey, H., **Savić, M.**, Tang, G., E. Naccarato, & Plaxco, D. (2016). *Creativity-in-Progress Rubric on Proving - Enhancing Student Creativity*. 13th International Congress on Mathematical Education, Hamburg, Germany.

Manuscripts in Progress

- Ellis, A. & **Savić, M.** (in progress) The Duality of Reducing Barriers for New Active-learning Instructors.
- Gunter, D. & **Savić, M.** (in progress). Implementing Inquiry-Based Learning with Large Class Sizes: An “Existence Proof”. *Investigations in Mathematics Learning*.
- **Savić, M.**, Tang, G., Satyam, V.R., El Turkey, H., Cilli-Turner, E., & Karakok, G. Calculus Students’ Perspectives on Teaching Actions to Foster Mathematical Creativity and Their Affective Outcomes. To be submitted to the Journal of Mathematical Behavior.
- El Turkey, H., Karakok, G., Cilli-Turner, E., Satyam, V. R., **Savić, M.**, & Tang, G. A Framework for Designing Creativity-Based Tasks.
- Cilli-Turner, E., Satyam, V. R., **Savić, M.**, El Turkey, H., Tang, G., & Karakok, G. Towards a New Paradigm in Defining Mathematical Creativity: Inclusion of the Student Perspective. To be submitted to the Journal of Mathematical Behavior

Grants and Fellowships

- 2022 **Grant (Submitted), \$499,841**, *Gail Tang, Gulden Karakok, Houssein El Turkey, Emily Cilli-Turner*, Opening Mathematical Curtains: Unveiling Graduate Students’ Creativity, Principal Investigator.
National Science Foundation
- 2021 **Fellow (Funded), \$15,000**, *Oluwatobi Odeleye*, CFE Faculty Fellowship, FOCUSE - Fostering OU Collaborations in Undergraduate STEM Education.
Center for Faculty Excellence, University of Oklahoma
- 2020 **Grant (Funded), \$49,839**, *Mary Bridget Kustusich, Emily Cilli-Turner, Emilie Hancock, Gulden Karakok, Scott Franklin, Eleanor Sayre*, Supporting Physics and RUME Education: Mentoring & Engagement (SuPREME) Conference Grant Proposal, Senior Personnel.
National Science Foundation
- 2019 **Grant (Not Funded), \$99,843**, *Oluwatobi Odeleye*, Similarity in Diversity - The SMILES (Science and Math Introductory Large-Enrollment Sections) Education Forum, Principal Investigator.
National Science Foundation
- Fellow (Funded), \$7,500**, Senior Faculty Summer Fellowship, Focus on STEM Education.
College of Arts and Sciences, University of Oklahoma
- 2018 **Grant (Funded), \$93,293**, OUR CALL: OU’s Research and Commitment to Active Learning and Leadership, Principal Investigator.
Association of Public Land-Grant Universities via National Science Foundation
- Grant (Funded), \$299,827**, *Gail Tang, Gulden Karakok, Houssein El Turkey, Emily Cilli-Turner*, CPR on Problem Solving: Reshaping Mathematical Identity by Valuing Creativity in Calculus (#1836369, #1836371), Principal Investigator.
National Science Foundation

- Grant (Not Funded), \$189,403**, *Ana Bracic, Mackenzie Israel-Trummel, Allyson Shortle*, Mathematical Logic and Politics: Investigating the Individual and Social Lasting Impacts of Educating Logic and Interpreting Political Argumentation, Principal Investigator.
The Self, Virtue & Public Life
- 2017 **Grant (Funded), \$17,764**, Summer Grant to Investigate Active Learning in a Large Class Setting.
Office of Strategic Initiatives, University of Oklahoma
- Grant (Not Funded), \$42,000**, Collaboration Grant for Mathematicians.
Simons Foundation
- Grant (Not Funded), \$50,000**, *Houssein El Turkey, Emily Cilli-Turner, Gulden Karakok, Gail Tang*, Fostering Creativity Through Research-based Task Design in Undergraduate Mathematics Courses.
Spencer Foundation
- 2016 **Grant (Funded), \$49,995**, RUME with a View: Cultivating New Researchers on the Frontier of Research in Undergraduate Mathematics Education (#1646996), Principal Investigator.
National Science Foundation
- Grant (Not Funded), \$12,619**, *Michael Wenger, David Plaxco*, Faculty Investment Program: Investigating Creative Insight in Mathematical Proving Using Neuroscience Methods.
Research Council, University of Oklahoma
- Fellow, \$10,000**, Risser Teaching Fellow.
Office of Strategic Initiatives, University of Oklahoma
- Fellow**, Teaching Inquiry-oriented Mathematics: Establishing Supports, Facilitator.
National Science Foundation
- 2015 **Grant (Funded), \$150,000**, *Keri Kornelson, Candace Andrews, Michael Jablonski, Ameya Pitale and Laniel Gibson*, Course Innovation Program - Pre-Calculus (Math 1523).
Provost's office, University of Oklahoma
- Grant (Funded), \$6,000**, Open Source Textbook Grant.
OU Libraries, University of Oklahoma
- Fellow, \$12,500**, Center for Teaching Excellence Faculty Fellow, Focus on Mathematical Creativity.
Center for Teaching Excellence, University of Oklahoma
- Fellow, \$7,000**, Junior Faculty Fellowship, Focus on Mathematical Creativity.
College of Arts and Sciences, University of Oklahoma
- Fellow**, Teaching Inquiry-oriented Mathematics: Establishing Supports, Participant.
National Science Foundation
- 2014 **Fellow, \$7,000**, Junior Faculty Fellowship, Focus on Mathematical Creativity.
College of Arts and Sciences, University of Oklahoma
- 2013-2014 **Fellow**, Project New Experiences in Teaching (NExT), Brown 13.
Mathematical Association of America
- 2013 **Grant (Funded), \$5,000**, *John Paul Cook and Brian Katz*, Focus on Inquiry-Based Learning Notes on Abstract Algebra.
Academy on Inquiry Based Learning
- 2013 **Grant (Not Funded), \$14,037**, *Gail Tang and Gulden Karakok*, Faculty Investment Program: Using LiveScribe Pens to Investigate the Teaching and Learning of Mathematical Creativity.
Research Council, University of Oklahoma

Presentations

Invited Talks

- 2022 **Colloquium**, *Designing Calculus Tasks to Foster Creative Mathematical Thinking*, University of Kentucky, Math Colloquium.
Online
- 2021 **Colloquium**, *Towards a New Paradigm in Defining Mathematical Creativity: Calculus Students' Perspectives*, Virginia Commonwealth University, Math Colloquium.
Online
- 2020 **Colloquium**, *Math Creativity and "Human-ness": Preliminary Results from an NSF Study With Calc I Students*, Meekins Lab Open Science Presentations.
Online
- Panel**, *Lunch in the Time of COVID*, Kristin DeVleming & Andrew Kobin.
Online
- Panel**, *How to Create Effective Homework Assignments*, MAA Project NExT.
Online
- Colloquium**, *Mathematical Creativity - A Way for Teachers and Students to Feel Empowered*, University of Texas at Arlington.
Arlington, TX
- Workshop**, *The Rules of the Board Game - Creating a Syllabus that Gets Students Engaged*, Tarrant County College.
Hurst, TX
- Colloquium**, *Mathematical Creativity and You: Creating and Playing with Math to Change Your Thought Process*, Tarrant County College.
Hurst, TX
- 2019 **Colloquium**, *Mathematical Creativity - A Way for Teachers and Students to Feel Empowered*, California Polytechnic State University, Pomona.
Pomona, California
- Conference**, *A University Instructor's Pedagogical Shifts as a Result of Focusing on Mathematical Creativity*, Second International Conference on Applications of Mathematics to Nonlinear Sciences (AMNS-2019), AMNA.
Pokhara, Nepal
- Colloquium**, *Valuing Mathematical Humanity in Classrooms Using Mathematical Beliefs*, Loyola University Chicago.
Chicago, IL
- 2018 **Colloquium**, *Fostering Mathematical Creativity in a Classroom and its Effects*, University of Texas San Antonio.
San Antonio, TX
- Colloquium**, *Active Learning in Large-Enrollment Courses*, University of Texas San Antonio.
San Antonio, TX
- Workshop**, *Discussion on Creating Tasks for Undergraduate Math Courses*, Texas Undergraduate Mathematics Conference.
Nacogdoches, TX
- Colloquium**, *An "Existence Proof" of Active Learning in Large-Enrollment Courses*, University of Nebraska Lincoln.
Lincoln, NE
- Workshop**, *Active Learning in Large-Enrollment Courses*, University of Nebraska Lincoln.
Lincoln, NE
- 2017 **Colloquium**, *Productive Failures*, Oklahoma State University.
Stillwater, OK

- Colloquium**, *Inquiry as an Access Point to Equity*, Oklahoma State University. Stillwater, OK
- Plenary**, *What is Mathematical Creativity in Proving and How Can it be Fostered?*, Mathematical Association of America Texas Sectional, Texas A&M - Commerce. Commerce, TX
- 2016 **Colloquium**, *Explicitly Valuing Mathematical Creativity in Proof-Based Courses*, University of Texas at Arlington. Arlington, TX
- Colloquium**, *Explicitly Valuing Mathematical Creativity in Proof-Based Courses*, Washington State University. Pullman, WA
- Colloquium**, *Explicitly Valuing Mathematical Creativity in Proof-Based Courses*, Arizona State University. Tempe, AZ
- 2015 **Conference**, *Understanding the Proving Process with the Lens of Mathematical Creativity*, AMS Fall Western Sectional Meeting, California State University, Fullerton. Fullerton, CA
- 2013 **Meeting**, *Experiencing Mathematics: From Middle School to Mathematicians*, CoMERG, St. Joseph's University. Philadelphia, PA
- Colloquium**, *Proof and Proving: Logic, Impasses, and Incubation*, Ball State University. Muncie, IN
- 2011 **Conference**, *Where is the Logic in Proofs?*, Nepalese Diaspora: Hostland Challenges and Homeland Interests. Las Cruces, NM
- Conference Talks**
- 2022 **Poster**, IUSE-AAAS Summit. Washington, DC
- *Reshaping Math Identity by Valuing Creativity*
- Speaker**, Research in Undergraduate Mathematics Education. Boston, MA
- *"The reason why I didn't like [math] before is because I never felt creative": Affective Outcomes from Teaching Actions to Foster Mathematical Creativity in Calculus 1* (with G. Tang, V. R. Satyam, H. El Turkey, & G. Karakok)
 - *Teacher Actions to Foster Creativity in Calculus* (with V. R. Satyam, G. Tang, H. El Turkey, & G. Karakok)
- 2021 **Poster**, OK-TX Research in Undergraduate Mathematics Education Conference. Online
- *Reshaping Math Identity by Valuing Creativity*
- 2020 **Speaker**, Research in Undergraduate Mathematics Education. Boston, MA
- *Shifting Pedagogical Beliefs into Action Through Teaching for Mathematical Creativity* (with G. Tang)
 - *Undergraduate Learning Assistants and Mathematical Discourse in an Active-Learning Precalculus Setting* (with K. Simmons)
- 2019 **Speaker**, International Group for Mathematics Creativity and Giftedness Conference. Hamburg, Germany
- *An Initial Investigation Into Teaching Actions That Specifically Foster Mathematical Creativity* (with E. Cilli-Turner & H. El Turkey)

- Speaker**, PTC and SEMINAL Conference.
Lincoln, NE
- *Instructional Change OUR Way - Oklahoma's Organic Restructuring of Pre-Calculus and Calculus Over the Years* (with K. Kornelson, D. Moore-Russo, & C. Andrews)
- Speaker**, Research in Undergraduate Mathematics Education.
Oklahoma City, OK
- *Deaf and Hard of Hearing Students' Perspectives on Undergraduate Mathematics Experience* (with K. Simmons)
- Speaker**, Joint Mathematics Meetings.
Baltimore, MD
- *A Framework for Fostering Mathematical Creativity in the Undergraduate Classroom*
- 2018 **Speaker**, Research in Undergraduate Mathematics Education.
San Diego, CA
- *How does Mathematical Creativity Impact Student Self-efficacy for Proving?* (with P. Regier)
 - *Productive Failures: From Class Requirement to Fostering a Support Group*
 - *(Poster) Math Help Centers: Factors that Impact Student Perceptions and Attendance* (with C. Tinsley, B. Rawlins, & D. Moore-Russo)
- Speaker**, Joint Mathematics Meetings.
San Diego, CA
- *Exploring the Intersection of Fostering Mathematical Creativity and Inquiry Teaching* (with H. El Turkey)
 - *Productive Failures: From Class Requirement to Fostering a Support Group*
- 2017 **Poster**, *Addressing Premonitions About IBL and Large Class Sizes* (with D. Gunter),
Mathematical Association of America (MAA) MathFest/IBL Conference.
Chicago, IL
- Speaker**, *Pedagogical Practices That Foster Mathematical Creativity at Tertiary Level Proof-Based Courses*, International Group for Mathematics Creativity and Giftedness Conference.
Nicosia, Cyprus
- Speaker**, Research in Undergraduate Mathematics Education.
San Diego, CA
- *Pedagogical Practices for Fostering Mathematical Creativity in Proof-Based Courses: Three Case Studies* (with G. Tang, G. Karakok, M. Omar, & H. El Turkey)
 - *CxN: Investigating the Creative Proving Process Using Neuroscience Methods* (with D. Plaxco)
- Speaker**, Joint Mathematics Meetings.
Atlanta, GA
- *The Perceived vs. Actual Use of Mathematics in Medicine According to Pre-Medicine students and Practicing Physicians* (with P. Martin)
 - *Productive Failure in Proving - Perspectives of a Student and Instructor* (with E. Curtis)
- 2016 **Poster**, Research in Undergraduate Mathematics Education.
Pittsburgh, PA
- *RUME- and Non-RUME-track students' motivations of enrolling in a RUME graduate course* (with A. Berger, R. Grider, J. Bucher, M. Mills-Weis, & F. Bozkurt)
 - *Communicative Artifacts of Proof: Transitions from Ascertaining to Persuading* (with D. Plaxco)

- 2015 **Poster**, *Creativity-in-Progress Rubric on Proving v2.0*, 2015 Inquiry Based Learning Conference.
Austin, TX
- Speaker**, Research in Undergraduate Mathematics Education.
Pittsburgh, PA
- *Developing a Creativity-in-Progress Rubric on Proving*
 - *Investigating the Effectiveness of an Instructional Video Game for Calculus: Mission Prime*
- Speaker**, Joint Mathematics Meetings.
San Antonio, TX
- *Incorporating Social Norms and “Leveling Up” to a Medium-Sized Calculus II Course*
 - *The Transfer of Knowledge from Groups to Rings: An Exploratory Study* (with J.P. Cook & B. Katz)
- 2014 **Speaker**, *A Research-Based Rubric To Assess Students’ Creativity in Proof and Proving* (with G. Tang), Mathematical Association of America (MAA) MathFest.
Portland, OR
- Workshop Presenter**, *How Can We Assess Undergraduate Students’ Creativity in Proof and Proving?*, International Group for Mathematics Creativity and Giftedness Conference.
Denver, CO
- Speaker**, *Utilizing A Research-Based Rubric To Assess Students’ Creativity In Proof And Proving*, 2014 Legacy of R.L. Moore Conference.
Denver, CO
- Speaker**, *Mathematicians’ Views on Transition-to-Proof and Advanced Mathematics Courses* (with M. Mills, R.C. Moore), Research in Undergraduate Mathematics Education.
Denver, CO
- Speaker**, Joint Mathematics Meetings.
Baltimore, MD
- *How can we (or should we) assess undergraduate students’ creativity?* (with G. Karakok)
 - *Developing Reinvention Materials in Ring Theory: Analysis of Students’ Mathematical Activity* (with B. Katz, J.P. Cook)
 - *Mathematicians’ Views on Transition-to-Proof and Advanced Mathematics Courses*
- 2013 **Speaker**, *An Examination of Proving Using a Problem-Solving Framework*, Research in Undergraduate Mathematics Education.
Denver, CO
- Colloquium**, *Proof and Proving: Logic, Impasses, and the Relationship to Problem Solving*, University of Oklahoma.
Norman, OK
- 2012 **Panelist**, *Innovations in the STEM Disciplines*, STEM Solutions Summit 2012.
Dallas, TX
- Speaker**, *The Topology of the Common Core* (with K. Wiburg, T. Stanford), Science and Mathematics Teaching Imperative for Associated Public Land-Grant Universities (SMTI-APLU) Conference.
Washington, DC
- Colloquium**, *Experiencing Mathematics: From Middle School to Mathematicians*, Michigan State University.
East Lansing, MI
- Roundtable**, *Math Snacks Portfolio* (with K. Trujillo), Society for Information Technology and Teacher Education (SITE) Conference.
Austin, TX

- Speaker**, *What Do Mathematicians Do When They Reach a Proving Impasse?*, Research in Undergraduate Mathematics Education.
Portland, OR
- Colloquium**, *Proof and Proving: Logic, Impasses, and Incubation*, Oregon State University.
Corvallis, OR
- 2011 **Speaker**, *Math Snacks Demonstration (with K. Trujillo)*, NCTM Regional Conference.
Albuquerque, NM
- Speaker**, *Math Snacks: Transforming Mid-School Math Learning Through Animations and Games*, International Society of Technology and Education.
Philadelphia, PA
- Speaker**, *An Examination of the Logic in Student-Constructed Proofs*, R.L. Moore Legacy Conference.
Washington, DC
- Speaker**, *Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics Understanding*, Innovate-Educate Conference.
Albuquerque, NM
- Poster**, *Where is the Logic in Homology Proofs?*, Southwest Local Algebraic Meeting.
Las Cruces, NM
- Speaker**, *Where is the Logic in Proofs?*, Research in Undergraduate Mathematics Education.
Portland, OR
- Speaker**, *Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics Understanding*, Hawaii International Conference on Education.
Honolulu, HI
- 2010 **Speaker**, *Math Snacks: Using Innovative Media to Address Conceptual Gaps in Mathematics Understanding*, New Mexico Council of Teachers in Mathematics Workshop.
Albuquerque, NM
- Poster**, *Math Snacks: iPods and Computers*, International Society of Technology and Education.
Denver, CO
- Speaker**, *Making Actions in the Proving Process Explicit, Visible, and “Reflectable” (with K. McKee)*, R.L. Moore Legacy Conference.
Austin, TX
- Poster**, *Math Snacks: iPods and Computers (with D. Michels)*, Society for Information Technology and Teacher Education (SITE) Conference.
San Diego, CA
- Speaker**, *Making Actions in the Proving Process Explicit, Visible, and “Reflectable”*, Research in Undergraduate Mathematics Education.
Raleigh, NC

Mentorship

Dissertations Supervised

- Ellis, Angie. (2018). *Assessing the Pedagogical Change by Graduate Teaching Assistants New to Inquiry-based Learning* (Master’s Thesis).
- Williams, Tia. (2019). *Conceptual differences of RUME and non-RUME students* (Master’s Thesis).
- Regier, Paul. (2020). *The Impact of Creativity-Fostering Instruction on Student Self-Efficacy and Motivation Towards Mathematics*.

Post-Doctoral Fellows Supervised

- Research: Plaxco, David (2015-2017).
- Teaching: Davidson, Nicholas (2016-2019).

Honors Thesis Students

- Cruickshank, Kate. (2021). Experiencing Disability in Undergraduate Mathematics Education.
- Moser, Jacob. (2021). Assessing Undergraduate Student Attitude Formation about STEM.
- Hillerman, Emma. (2020). The Effect of STEM Research Experiences Early in Students Undergraduate Studies.
- James, Kada Reghan. (2020). Actuaries' Perspectives on Self-Study in Actuarial Certification Process.
- Fischer, Maria. (2020). Students' prioritization of information sources while taking notes in a lecture-based mathematics classroom.
- Kilpinen, Jon. (2020). An Examination of Instructional Practices Among Introductory Statistics Educators.
- Gochanour, Ben. (2019). Investigating Math Motivation and Math Anxiety in Undergraduate Students.
- Mann, Morgan. (2018). Exploring the Relationship between Literature and Student Definitions of Mathematical Originality.
- Tu, Alexander. (2017). Mathematics proof-based course students' interpretations of mathematical definitions with conditional statements.
- Martin, Paxton. (2016-2017). The Perceived vs. Actual Use of Mathematics in Medicine According to Pre-Medicine students and Practicing Physicians. Honors Thesis and Joint Mathematics Meetings presentation.
- Trivitt, Katie. (2015). The Impact of Modeling and Encouragement from Teachers, Parents, Peers, and the Media on the Self-Efficacy of Middle School Latina Students.
- Young, Ashley. (2015). Honors Undergraduates in Mathematics Courses and Proof Validation.
- Gao, Hongli. (2012). How does the Students' Demo Effect the College-Level Math Class?
- In Progress: None

Other Research with Undergraduate Students

- Dang, Elyse. (2022). Mentors' Benefits from Undergraduate Research.
- Knudsen, Abigail & Crapitto, Samuel. (2022). Teaching Actions to Foster Creativity through Calculus I Instructors' Eyes.
- Schaberg, Kaden. (2021). Confidence and Creativity.
- Simmons, Katherine. (2018-2019). RUME proceedings article and presentation on Deaf and Hard of Hearing Students' Perspectives on Undergraduate Mathematics Experience and proposal on Undergraduate Learning Assistants and Mathematical Discourse in an Active-Learning Precalculus Setting.
- Neal, Kaleb. (2018-2019). Tetration and Power Towers.
- Curtis, Emily. (2017). Productive Failure in Proving – Perspectives of a Student and Instructor. Joint Mathematics Meetings presentation.
- Bretz, Phillip & McBryde, Connor (2016). Optimal limits for $\pi(n)$ using Zagier's method. *Ball State Undergraduate Mathematics Exchange*, 10(1), 31-39. Available online at: <http://www.bsu.edu/libraries/beneficencepress/mathexchange/10-01/OptimalLimitsZagiersMethod.pdf>

Dissertation Committee Work

- Yamamoto, Tetsuya (2013-2015)
- Hancock (nee Naccarato), Emilie (University of Northern Colorado) (2016-2018)
- Lajos, Jessica (2018-2021)

- Berger, Ashley (2017-2021)
- In progress: Leena Nabulsi (Chemistry Education), Casey Haskins (Educational Psychology), Katherine Simmons (Arizona State University)

Teaching

University of Oklahoma

- SP 22, SP 20, SP 18 **Issues in Research and Pedagogy in Undergraduate Mathematics Education, 5263**, Graduate Course.
- FA 22, FA 20, FA 18, FA 17, FA 15 **Introduction to Research in Undergraduate Mathematics Education, 5253**, Graduate Course.
- FA 20 **Senior Mathematics Seminar, 4513.**
- SP 16 **Abstract Algebra II, 4333.**
- FA 15 **Abstract Algebra I, 4323.**
- SP 18, FA 17, SP 15, FA 14, SP 14 **Discrete Mathematics, 2513.**
- FA 18, SU 15 **Calculus IV, 2443.**
- SP 20 **Calculus III (4 Credit), 2934.**
- SP 21, SP 16, SP 15 **Calculus III, 2433.**
- FA 16 **Calculus II, 2423**, Large Lecture - 140 students.
- FA 14, SP 14, FA 13 **Calculus II, 2423.**
- FA 21 **Calculus I (4 Credit), 1914**, +Honors.
- SP 19 **Calculus I, 1823**, Large Lecture - 150 students.

Michigan State University

- SU 13 **Modern Geometry, 330.**
- FA 12 **Teaching College Mathematics, 879**, Graduate Course.
- FA 12 **Calculus I, 132-152**, Honors and Regular Combined.

New Mexico State University

- SP 12 **Understanding and Constructing Proofs, 279.**
- FA 11 **Understanding and Constructing Proofs, 530**, Graduate Course.
- SU 10, SU 09 **Calculus I, 191.**
- FA 11, SP 09, FA 08, SP 08 **College Algebra, 121.**
- SU 11 **Math Appreciation, 210.**
- SU 08 **Business Calculus, 142.**
- FA 07 **Intermediate Algebra, 120.**

McKinley High School

- FA 05, SP 06 **Algebra I.**
- FA 05, SP 06 **Pre-Algebra, Four Sections.**

University of Hawaii

- SP 05 **Pre-Calculus, 140.**

Workshops Developed or Participated

- 2015- **OU Summer First-Year Teaching Assistant Professional Development**, *Presenter*, Norman, OK.
With my colleagues, I facilitated parts of a two-week long summer program for incoming OU graduate students.
- 2021 **CIMER Mentoring Training**, *Attendee*, Online.
I was invited by the Center for Faculty Excellence to attend this project with Drs. Doerte Blume and Kendra Williams-Diehm.
- 2021 **Inclusive STEM Teaching Project**, *Attendee*, Online.
I was invited by the Center for Faculty Excellence to attend this project with Dr. Hong Lin.
- 2019-2021 **Creativity Professional Development**, *Presenter, Participant*, Online.
With my collaborators, I both participated and facilitated a semester-long professional development for instructors that were participating in our NSF grant for Calculus I.
- 2018-2019 **OUr CALL - Calculus Active-Learning Tasks Summer Workshop**, *Creator*, Norman, OK.
With my colleagues, we created a summer workshop to create new active-learning tasks for Calculus I.
- 2014-2017 **OU Teaching Assistant Professional Development Course**, *Assistant*, Norman, OK.
I assisted Dr. John Albert in helping graduate students with considering aspects of their teaching. This is a one-credit course offered in the fall of each year.
- 2016 **Teaching Inquiry-oriented Mathematics: Establishing Supports**, *Facilitator*, Norman, OK.
In a NSF grant, I was asked to facilitate a professional development workshop weekly for abstract algebra.
- 2015 **Creativity Workshop**, *Creator*, Norman, OK.
I organized a workshop that focused on developing tasks that can allow the fostering of creativity in the undergraduate mathematics classroom.
- 2012-2013 **CREATE for STEM/Math Department Teaching Assistant Professional Development**, *Creator/Facilitator*, East Lansing, MI.
I was one of the organizers for a TA professional development in Calculus concerned with improving pedagogical practice in the classroom.
- 2012 **In-service Professional Development for Texas Tech Teaching Students**, *Presenter*, Lubbock, TX.
In this in-service professional development, Dr. Barbara Chamberlin and I discussed the benefits of apps in the classroom, with a two session Math Snacks activity set done by myself in the morning.
- 2011-2012 **Innovate-Educate NM Gadsden Hub**, *Creator/Facilitator*, Sunland Park, NM.
Demonstrated and assisted in the professional development of 15 middle school teachers using an immersion technique of developing teachers while teaching over 150 students.
- 2011 **iPad Training for Middle School Teachers**, *Presenter*, Las Cruces, NM.
Presented with K. Trujillo on how to use iPads, and specifically, their use in the classroom.
- 2010 **iPod Training for Highland Elementary School**, *Presenter*, Las Cruces, NM.
Presented with M. Garza, J. Trespacios, and R. Gallagher on how to use iPods and specifically their use in the classroom.

Professional Service

Department Service

- 2020-2022 **Diversity, Equity, and Inclusion Committee**, *Chair*.
- 2021-2022 **Awards Committee**, *Chair*.
- 2020-2021 **Outreach Committee**.
- 2020-2021 **Undergraduate Awards Committee**.
- 2018-2019 **Space Committee**, *Chair*.
- 2017-2019 **Graduate Committee**, *Member*.
- 2016 **First-year Math Director Hiring Committee**, *Member*.

- 2015-2017 **First-year Math Task Force**, *Member*.
 2014-2018 **Math Center Survey**, *Creator*.
 2013-2015 **Undergraduate Committee**, *Member*.
 2014 **Math Problem of the Month**, *Chair*.
 2013- **Written over 100 letters of recommendation for undergraduate, graduate, and post-doctoral students/fellows**.

University Service

- 2022 **Undergrad Research and Creative Activity (URCA) Fellowship Committee**, *Chair*, Provost's Office.
 2022 **Course Marking Committee**, *Member*, OU Libraries.
 2018-2019 **Risser Teaching Fellowship**, *Mentor*, Office of Strategic Initiatives.
 2016-2019 **OU Elite Retention Squad**, *Member*, Provost's Office.

National Service

- 2022 **Review Panel**, *MAA Tensor SUMMA Grants*.
 2021, 2020, 2016 **Review Panel or Ad-Hoc Reviewer**, *National Science Foundation*.
 2018-2019 **Local Organizer**, *National RUME Conference*.
 2018-2019 **Local Organizer**, *LGBTQ+ Subcommittee for National RUME Conference*.
 2015-2018 **Advisory Board Member**, *NSF Grant #1417672*.
 2014- **Editorial Board**, *Ball State Undergraduate Mathematics Exchange*.
 2014- **Organizer/Creator**, *Oklahoma RUME Conference*.
 2012- **Reviewer**, *Research in Undergraduate Mathematics Education Conference*.
 2013-2014 **Organizer**, *Online Proof Research Group*.

International Service

- 2017-2022 **Editor-in-chief**, *Mathematical Creativity and Giftedness Newsletter*.
 2017-2022 **Committee Board Member**, *International Group on Mathematical Creativity and Giftedness*.
 2019-2020 **Guest Editor**, *Journal of Humanistic Mathematics Special Issue on Mathematics and Creativity*.
 2015- **Reviewer**.
 ○ ZDM
 ○ Journal of Mathematical Behavior
 ○ PRIMUS Special Issue on Teaching Inquiry
 ○ Journal for Research in Mathematics Education
 ○ IJMEST

To the Local Community

- 2018 **Host**, *Visit by Central High School*, Norman, OK.
 2018 **Invited Speaker**, *Science Cafe*, Norman Public Libraries, Norman, OK.
 2015 **Invited Speaker**, *Science Cafe*, Norman Public Libraries, Norman, OK.