

# Cait S. Kirby, PhD

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## Summary of Qualifications

- Passionate teacher and curriculum designer dedicated to creating accessible content for all learners via UDL.
- Interdisciplinary learning theory practitioner and educational developer at Williams, UPenn, and Vanderbilt.
- Team leader with an emphasis on centering belonging, justice, equity, and accessibility.
- Researcher with experience using quantitative and qualitative methods, including program evaluation.
- Life-long learner interested in developing new high-impact skills and practices.

## Education

### **Vanderbilt University, Nashville, TN**

- Ph.D. in Biological Sciences 2021

### **Smith College, Northampton, MA**

- M.S. in Biological Sciences 2016
- B.A. in Biological Sciences and Anthropology 2012

## Contributions to the Profession

- POD Core Committee Member (*Elected, Term begins in June*) 2023-2026
- Founded POD Accessibility and Disability SIG 2022
- Formed POD Disability Affinity Group 2022
- Facilitated Breakout Room at POD GPPD Networking Event 2022
- Led a POD Pre-conference Peer Mentoring Group 2021

## Relevant Work Experience

### **Williams College, Williamstown, MA**

*Associate Director, Center for Teaching* 2022-present

- Design and facilitate workshops, including inclusivity, belonging, feedback, and using questions effectively.
- Support departments and units in developing or co-developing and evaluating teaching assistant training.
- Develop and facilitate faculty learning communities and reading groups around inclusive pedagogy.
- Collaborate with faculty SMEs to design meaningful course plans and informative assessments and evaluations.
- Consult with individual faculty about contextual challenges, including tenure evaluation processes.
- Propose, plan, and manage full unit budget, and supervise administrative assistant.

### **University of Pennsylvania, Philadelphia, PA**

*Associate Director, Center for Teaching and Learning* 2021-2022

- Design and facilitate workshops about pedagogy, mentorship, inclusivity, and belonging, using ADDIE design.
- Design and facilitate multi-session training series for undergraduate student teaching assistants.
- Prepare and mentor undergraduate students to lead training sessions, using LMS Canvas, videos, and quizzes.
- Consult with and observe graduate teaching fellows regarding teaching and leading workshops.
- Consult with faculty and graduate students regarding teaching and inclusive mentorship.
- Collaborate with faculty SMEs to design meaningful course plans and informative assessments and evaluations.

### **Vanderbilt University, Nashville, TN**

*Teaching Affiliate, Center for Teaching* 2018-2020

- Designed curriculum and generated content for workshops related to pedagogy.
- Led and attended workshops related to pedagogy and diversity, tailored to a variety of stakeholders.
- Consulted with graduate teaching fellows regarding diversity, equity, inclusion, and accessibility.

## Smith College, Northampton, MA

*Program Assistant*, Mellon Mays Undergraduate Fellowship 2014-2015

- Coordinated, planned, and oversaw events for undergraduates, mentors, and advisory committee.
- Assisted in managing a nearly \$400,000 grant.
- Processed and handled student, mentor, and event budgets as well as reimbursements.
- Coordinated applications for the new group of Mellon Mays fellows.

*Program Facilitator & Office Assistant*, Office of Disability Services 2012-2015

- Conceived, implemented, and oversaw the [Peer Mentoring Program](#)<sup>1</sup> and the first Disabled Student Orientation.
- Managed accommodations for students with disabilities.
- Made documents accessible to students with learning and visual disabilities using ABBYY finereader software.
- Maintained the office website.

## Teaching Awards

- *Outstanding Graduate Student Lab Instructor*, Vanderbilt University 2018
- *Hickory Stick Teaching Assistant Award*, Vanderbilt University 2018

## Relevant Certifications

- *Professional Certificate in Inclusive Leadership*, Catalyst 2023
- *Online Course Design Institute*, Vanderbilt University Center for Teaching 2020
- *Pursuing Respect, Inclusion, Diversity, and Equity*, Vanderbilt University 2020
- *Certificate in College Teaching*, Vanderbilt University Center for Teaching 2019
- *Creating Assessments for the STEM Classroom*, CIRTL 2018

## Refereed Publications

- Helms, N.R., **Kirby, C.S.**, and Merrill, A. Designing for Fatigue. *Hybrid Pedagogy*, January 2022. <https://hybridpedagogy.org/designing-for-fatigue/>
- **Kirby, C.S.**, and Patel, M.R. Elevated mitochondrial DNA copy number found in ubiquinone-deficient *clk-1* mutants is not rescued by ubiquinone precursor 2-4-dihydroxybenzoate. *Mitochondrion*, February 2021. <https://doi.org/10.1016/j.mito.2021.02.001>
- **Kirby, C.S.**, and Fedesco, H.N. Tell Me More About Alex: Helping Instructors Uncover and Mitigate Their Implicit Biases. *To Improve the Academy*, December 2020. <https://doi.org/10.3998/tia.17063888.0039.207>
- **Kirby, C.S.** Using Share-out Grids in the Online Classroom: from Icebreakers to Amplifiers. *BAMBED*, August 2020. <https://doi.org/10.1002/bmb.21451>
- Gitschlag, B.L., **Kirby, C.S.**, Samuels, D.C., Gangula, R.M., Mallal, S.A., Patel, M.R. Homeostatic Responses Regulate Selfish Mitochondrial Genome Dynamics in *C. elegans*. *Cell Met* July 2016. <https://doi.org/10.1016/j.cmet.2016.06.008>
- **Kirby, C.S.**, Kolber, N., Almohaidi, A., Bierwert, L.A., Saunders, L., Williams, S.A. and Merritt, R. Human Xq28 inversion polymorphism: From sex linkage to genomics - a genetic mother lode. *BAMBED* March 2016. <https://doi.org/10.1002/bmb.20933>

## Training Programs Managed

**University of Pennsylvania, Philadelphia, PA**

*Program Manager*: UPenn SEAS and SAS 2022

- Title: *Undergraduate Teaching Assistant Orientation*
- Designed a single-session intensive session in teaching assistant duties and inclusive teaching.
- Created multi-module asynchronous content dissemination and engagement.
- Topics: communicating with students, grading consistently, inclusive teaching, and providing support.
- 200 student participants, 2.5 hours, 4 sessions.

- Program Manager:* UPenn SEAS and SAS 2022
- Title: *Orientation Leader Training*
  - Designed a single-session interactive session on leading discussions around teaching assistant duties.
  - Topics: facilitating discussion, encouraging communication, and identifying misconceptions.
  - 16 student participants, 2 hours, 3 sessions.

- Program Manager:* UPenn SEAS and SAS 2022
- Title: *Active-Learning (SAIL) Teaching Assistant Orientation*
  - Designed a five-session training series about active learning and promoting student identity.
  - Designed active learning activities to promote recall of new content.
  - Topics: promoting engagement, learning theory, and creating community.
  - 40 student participants, 5 session series.

### **Pedagogy/Andragogy Workshops and Presentations**

#### **University of New Hampshire, NH**

- Presenter:* NSF-Sponsored Discussion 2022
- Title: *Interdependence, collaboration, and vulnerability: Being in community with disabled folks in STEM*
  - Topics: community and interdependence in research, the weaponization of grit and resilience, and more.

#### **University of Pennsylvania, Philadelphia, PA**

- Presenter:* NSF-Sponsored Workshop Preparation 2021
- Title: *How to Facilitate an Effective Discussion*
  - Designed a two-session series about leading effective discussions, especially as an early-career researcher.
  - Topics: promoting discussion, hearing from many voices, encouraging engagement, and sharing credit.
  - 8 early-career participants, 1 hour, 2 session series.

- Presenter:* UPenn Center for Teaching and Learning 2021
- Title: *Stress, Trauma, and Daily Demands: Designing a Course that Accounts for Student Lives*
  - Designed a single-session interactive workshop about how stress impacts learning and mitigation strategies.
  - Topics: impacts of stress and trauma on memory, how to design a course with that in mind, and empathy.
  - 20 faculty participants, 1.5 hours, 1 session.

- Presenter:* UPenn Center for Teaching and Learning 2021
- Title: *Building Community in Class*
  - Designed a single-session workshop about how to generate community in the classroom.
  - Topics: why community is important, how to develop it, and how to account for communication differences.
  - 15 faculty participants, 1.5 hours, 1 session.

#### **No Quarters, Texas Christian University, Fort Worth, Texas**

- Invited Panelist:* NTX Gaming Symposium 2021
- Title: *Design and Representation*
  - Topics: inclusivity, storytelling, representation in gaming, and more

#### **Plymouth State University, Plymouth, NH**

- Co-Presenter:* January Jamboree 2021
- Title: *Universal Design for Fatigue*
  - Topics: pedagogical principles for reducing fatigue, spoon theory, ungrading, and more.

**Vanderbilt University, Nashville, TN**

*Invited Panelist:* Vanderbilt University Center for Teaching

- Title: *Accessibility in Course Design* 2021
- Title: *Teaching with Games and Simulations in a Pandemic* 2020

*Invited Presenter:* Vanderbilt University Tutoring Services

- Title: *Building Confidence and Science Identity During Tutoring Sessions* 2020
- Designed an interactive online workshop.
- Topics: science identity, belonging, zone of proximal development, student motivation, and more.
- 12 participants per session, 50 minutes, 2 sessions.

2020

*Invited Presenter:* Vanderbilt University Collaborative for STEM Education and Outreach

- Title: *Promoting Belonging in the STEM Classroom: How Belonging is the Key to Inclusivity*
- Designed an interactive online workshop.
- Topics: science identity, belonging, inclusion, Universal Design for Learning, and more.
- 14 participants, 55 minutes, 1 session.

*Presenter:* Teaching Assistant Orientation Module

2018, 2019, 2020

- Title: *How to be a TA: Tips, Tricks, and Techniques*
- Designed a two-day intensive course in teaching assistant duties and inclusive teaching.
- Topics: unconscious bias, confirmation bias, resources, policies and procedures, and universal design.
- 10 participants, 4 hours, 2 sessions.

*Invited Presenter:* Vanderbilt Center for Teaching & Office of Inclusive Excellence

2019

- Title: *Promoting Belonging in the STEM Classroom Workshop*
- Designed two activities to uncover unconscious biases and mitigate their effect on students.
- Topics: stereotype threat, active learning strategies, knowing students, inclusive language, and more.
- 14 participants per session, 3 hours, 2 sessions.

**Mentorship Workshops and Presentations**

**University of Pennsylvania, Philadelphia, PA**

*Presenter:* UPenn MindCORE

2021

- Title: *Mentoring Using Clear Communication and Functional Feedback*
- Co-designed a two-session series on mentorship for early-career researchers
- Topics: tailoring mentorship, using a communication plan, promoting autonomy, and mentoring URM students.
- 10 early-career participants, 1.5 hours, 2 sessions.

*Presenter:* UPenn FERBS

2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students in their first research experience.
- Topics: tailoring mentorship, communication, promoting autonomy, and developing mentee identity.
- 15 participants, 1.5 hours, 1 session.

*Presenter:* UPenn Trainee Advocacy Alliance in PSOM

2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students, especially URM students.
- Topics: tailoring mentorship, communication, promoting autonomy, and developing mentee identity.
- 15 participants, 1.5 hours, 1 session.

*Presenter:* UPenn Richard's Society 2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students, especially URM students.
- Topics: tailoring mentorship, communication, promoting autonomy, and balancing new faculty needs.
- 15 new faculty participants, 1.5 hours, 1 session.

*Presenter:* Center for Soft and Living Matter 2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students, especially URM students.
- Topics: tailoring mentorship, communication, promoting autonomy, and developing mentee identity.
- 15 faculty participants, 1.5 hours, 1 session.

*Presenter:* UPenn Faculty Research Lab 2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students, especially URM students.
- Topics: tailoring mentorship, communication, developing mentee identity, and implicit bias.
- 10 early-career participants, 1.5 hours, 1 session.

*Presenter:* UPenn MindCORE 2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session interactive workshop about mentoring students, especially URM students.
- Topics: tailoring mentorship, communication, developing mentee identity, and implicit bias.
- 15 participants, 1.5 hours, 1 session.

*Presenter:* UPenn CURF Research Expectations 2021

- Title: *Effective and Inclusive Mentorship*
- Designed a single-session discussion workshop to demystify research and clarify expectations.
- Topics: research expectations, communication plans, and developing student identity.
- 300 faculty and student participants, 2.5 hours, 1 session.

## **Teaching Experience**

### **University of Pennsylvania, Philadelphia, PA**

*Instructor: Meaningful Mentorship Mini-Course* 2022

- Designed an online 5-session mentorship course for graduate students and postdocs.
- Taught graduate students and postdocs about concepts related to effective and inclusive mentorship.
- Topics: science identity, stereotype threat, assessment, feedback, using technology, active learning, and more.
- 16 students, 90 minutes, 11 sessions.

*Instructor: Preparing for College Teaching in STEM* 2022

- Designed an online semester-long pedagogy course for graduate students and postdocs.
- Taught graduate students and postdocs about application of pedagogy principles to STEM.
- Topics: science identity, stereotype threat, assessment, feedback, using technology, active learning, and more.
- 16 students, 90 minutes, 11 sessions.

**Vanderbilt University, Nashville, TN**

- Instructor:* Vanderbilt Center for Teaching 2020
- Title: *Certificate in College Teaching: STEM Specialization*
  - Designed an online week-long pedagogy course for graduate students and postdocs teaching in STEM.
  - Topics: science identity, stereotype threat, assessment, feedback, using technology, active learning, and more.
  - 12 students, 120 minutes, 5 sessions.
- Guest Lecturer:* 9<sup>th</sup>-grade Biology Class – School for Science and Math at Vanderbilt 2019
- Title: *Cellular Engineering – Problem solving a genetic conundrum.*
  - Designed a single-session active-learning presentation.
  - Topics: mitochondrial DNA, endosymbiosis, mtDNA inheritance, heteroplasmy, and more.
  - 18 students, 90 minutes, 1 session.
- Grading Assistant:* 100-level Biological Sciences Lecture Course 2018 & 2019
- Generated rubrics for exams and graded exams.
  - Suggested changes to exam questions.
  - 150 students, 4 exams per semester.
- Instructor:* 100-level Biological Sciences Course-based Undergrad Research Experience 2017 & 2018
- Title: [\*Kicking out dad's genes: identifying the mechanisms of paternal mitochondrial DNA elimination.\*](#)<sup>2</sup>
  - Designed a semester-long, course-based undergraduate research experience (CURE) project.
  - Topics: *C. elegans* husbandry, peer feedback and review, hypothesis testing, and more.
  - 15 students, 3 hours, twice weekly, full-semester course.
- Invited Guest Lecturer:* 300-level Ecology 2017 & 2018
- Title: *Why animals live in groups.*
  - Designed a single-session active-learning presentation.
  - Topics: group living, optimal group size, cheaters, vigilance, predation, and more.
  - 18 students, 90 minutes, 1 session.
- Curriculum Designer & Instructor:* Introductory Biology Module 2017
- Title: *Can a single nucleotide change a population?*
  - Designed a two-week long intensive biology introduction course to replace the lab curriculum.
  - Topics: computational methods, protein structure/function, pathways, and more.
  - 10 students, 3 hours, 4 sessions.
- Invited Guest Lecturer:* 100-level Science for Non-majors 2017
- Title: *What's your orientation? Xq28 inversion polymorphism.*
  - Designed a single-session active learning presentation.
  - Topics: X chromosome inheritance, sex-linkage, linkage disequilibrium, SNPs, and more.
  - 50 students, 50 minutes, 1 session.
- Teaching Assistant:* 100-level Molecular Biology Laboratory 2016
- Trained students in proper techniques such as animal husbandry, microscopy, statistics, and more.
  - Conducted weekly office hours outside of lab.
  - Topics: Mendelian genetics, PCR, plant development, competition, ecology, evolution, and more.
  - 16 students per section, 2 sections, 3 hours, once weekly, full-semester course.

**Smith College, Northampton, MA**

*Teaching Assistant:* 100-level Genetics, Evolution and Molecular Biosciences Laboratory 2012 & 2015

- Assisted in lab instruction and clarified student questions.
- Prepared materials and experiments for instructor.
- Topics: Mendelian genetics, mitosis, linkage disequilibrium, DNA replication, and more.
- 16 students per section, 2 sections, 3 hours, once weekly, full-semester course.

*Teaching Assistant:* 200-level Animal Physiology Laboratory Course 2014

- Generated set-up guides for use in future semesters.
- Created instructor lab manual for use in future semesters.
- Prepared materials and experiments.
- Topics: blood oxygenation, EKG, EEG, muscle physiology, metabolism, and more.
- 16 students per section, 2 sections, 3 hours, once weekly, full-semester course.

*Grading Assistant:* 200-level Animal Physiology Lecture Course 2014

- Generated exam questions and conducted quality control on exam questions.
- Generated rubrics for exams and graded exams.
- Created course study guide linking readings, lecture content, and exam questions.
- Topics: muscle physiology, hormonal cascades, metabolism, and more.
- 55 students, 120 minutes, twice weekly, full-semester course.

*Instructor:* 100-level Genetics, Evolution and Molecular Biosciences Laboratory 2013

- Instructed proper lab protocols and experiments.
- Guided students in proper techniques including pipetting, setting up PCR, animal husbandry, and more.
- Conducted weekly office hours outside of lab and prepared materials and laboratory manual.
- Topics: Mendelian genetics, mitosis, linkage disequilibrium, DNA replication, and more.
- 16 students per section, 2 sections, 3 hours, once weekly, full-semester course.

**University of Massachusetts, Amherst, Amherst, MA**

*Guest Lecturer:* 100-level Biology Course 2014

- Title: *What's Your Orientation?: A teaching lab, a population genetics study.*
- Designed a single-session lecture presentation
- Topics: X chromosome inheritance, sex-linkage, linkage disequilibrium, SNPs, and more.
- 125 students, 50 minutes, 1 session.

**University Service**

**University of Pennsylvania, Philadelphia, PA**

- Pre-major Advisor 2022-2022
- Instructional Design Working Group 2022-2022
- Accessibility and Learning Technologies Group 2021-2022

**Vanderbilt University, Nashville, TN**

- University Committee on Teaching 2020-2021
- Inclusivity in the Biosciences Association Founding Member 2016-2021
- Laboratory Mentor to 3 undergraduate and 3 graduate students 2015-2021
- Graduate Student Disability Accommodations Committee 2020-2021
- VUWiSE – Women in Science and Engineering Member 2019-2020
- Biological Sciences Grad Student Association President 2018-2019

- Inclusivity in the Biosciences Association Treasurer 2016-2018
- Biological Sciences Grad Student Association Professional Development Chair 2017-2018
- Biological Sciences Grad Student Association Social Chair 2016-2017

### **Smith College, Northampton, MA**

- Alumnae Association Class of 2012 President 2012-2017
- Laboratory Mentor to 5 undergraduate students 2012-2015
- Laboratory Mentor to 1 high school student 2012-2015
- [Student Speaker at Smith College Commencement](#)<sup>3</sup> 2012
- Senior Class President 2011-2012
- Biological Sciences STEM Mentor 2011-2012
- Junior Class President 2010-2011
- Anthropology Club Co-Chair 2010-2011

### **Professional Affiliations**

- Council on Undergraduate Research 2021-present
- Professional and Organizational Development (POD) Network, member 2020-present
- Society for the Advancement of Biology Education Research, member 2020-present
- Disabled Academic Collective, Discord Server Moderator 2020-present

### **Public Engagement**

- [TEDx Vanderbilt – Grittier Than You: How grit can be toxic](#)<sup>4</sup> 2021
- [Designing my course for accessibility video](#)<sup>5</sup> 2021
- [Dear Grad Student Podcast Episode](#)<sup>6</sup> 2020
- [September 7th, 2020 Interactive Fiction, resulting in 140,000+ views to my website.](#)<sup>7</sup> 2020
- [Chronicle of Higher Education Profile.](#)<sup>8</sup> 2020
- [Higher Ed Geek Podcast Episode.](#)<sup>9</sup> 2020
- [COVID-19 and Remote Access for Whom?.](#)<sup>10</sup> 2020
- [Blog post about executive functions and teaching problem solving.](#)<sup>11</sup> 2020
- [Invited blog post about using active learning games in teaching assistant orientation.](#)<sup>12</sup> 2020
- [Trauma-informed teaching video.](#)<sup>13</sup> 2020
- [Blog post about my experience at the 2019 CIRTTL forum.](#)<sup>14</sup> 2019

### **Awards, Honors, and Grants**

#### **Vanderbilt University, Nashville, TN**

- Ruth L. Kirschstein NRSA F31 Predoctoral Fellowship \$30k/year 2018-2021
- POD Network Career Development Grant 2020
- Professional Development Grant, Graduate Leadership Institute \$1,000 2019
- Trans-Institutional Program Grant: Black Women in STEM Project \$200 2019
- Best Short Research Talk, Biological Sciences Annual Retreat 2018
- Best Poster Award, Biological Sciences Annual Retreat 2017
- Wilens Graduate Fellowship \$12k/year 2013-2015
- Teaching Fellowship \$12k/year 2012-2013
- Received Student Leadership Programming Excellence Award 2012
- Nominated for Student Leader of the Year Award 2012
- Latin Honors Commendation 2012
- Dean's List 2011-2012

### **Conferences Attended**

- Seachange in Coaching in Education 2023
- Peralta Online Equity Conference
  - 2<sup>nd</sup> Annual Conference 2022
- POD Network
  - 47<sup>th</sup> Annual Conference 2022
  - 46<sup>th</sup> Annual Conference 2021
  - 45<sup>th</sup> Annual Conference 2020
- Council for Undergraduate Research
  - Centering DEI in Undergraduate Research 2021
- Center for the Integration of Research, Teaching, and Learning (CIRTL)
  - 6<sup>th</sup> Annual CIRTL Forum: *Preparing Future Faculty Toward Inclusive STEM Higher Ed* 2019
- United Mitochondrial Disease Foundation
  - Mitochondrial Medicine Scientific and Clinical Meeting 2018
- Genetics Society of America
  - 21<sup>st</sup> International *C. elegans* Conference 2017
- Metabolism, Aging, Pathogenesis, and Stress in *C. elegans*
  - *C. elegans* Topics Meeting 2016

### **Biology Research**

#### **Vanderbilt University, Nashville, TN**

2015-2021

Dissertation Research

Advisor: Dr. Maulik R. Patel

Title: *Mitochondrial DNA (mtDNA) copy number is regulated by a functional output of the electron transport chain in C. elegans.*

- Developed *Caenorhabditis elegans* as a model to study copy number regulation.
- Developed a sensitive and reproducible qPCR technique to quantitatively measure mtDNA copy number.
- Measured mtDNA copy number across several mtDNA mutant strains.
- Identified differences in total copy number between mutant strains.
- Identified a candidate protein that regulates mtDNA copy number.

#### **Smith College, Northampton, MA**

Master's Research

2012-2015

Advisor: Dr. Robert B. Merritt

Title: *Xq28 inversion polymorphism: a student laboratory exercise, a population genetics study.*

- Conducted human sampling in various populations across multiple institutions.
- Managed full project budget, independent research laboratory and associated equipment.
- Maintained relationships with vendors and negotiated for discounted equipment and consumables pricing.
- Optimized a traditional PCR protocol and an iPCR protocol for a student teaching lab.
- Developed PCR and sequencing protocols to detect and analyze SNPs.

Undergraduate Research

2011-2012

Advisor: Dr. Robert B. Merritt

Title: *Xq28 inversion polymorphism: optimizing a DNA extraction method*

- Developed a Fluorescence *In-Situ* Hybridization protocol for use with inversion polymorphism laboratory.
- Optimized a DNA extraction protocol for use with students.

### Analysis Software, Programming Languages, and Web Technologies

- Microsoft Suite
- Google Suite
- R & R studio
- MAXQDA
- Tableau
- Matlab
- FIJI
- HTML

### Learning Software and Programs

- Padlet
- Twine Sugarcube 1
- Brightspace LMS
- Canvas LMS
- Blackboard LMS
- PollEverywhere
- Canva Graphic Design
- Articulate 360
- Discord
- Dotstorming
- FlipGrid
- Google Jamboard
- Piazza
- Ed Discussion
- Perusall

### Pedagogy-related One-pagers

- [office hours](#)<sup>15</sup>
- [metacognition](#)<sup>16</sup>
- [self-care](#)<sup>17</sup>
- [accommodations](#)<sup>18</sup>
- [growth mindset](#)<sup>19</sup>
- [C. elegans basics](#)<sup>20</sup>
- [Universal Design for Learning](#)<sup>21</sup>
- [instructional scaffolding](#)<sup>22</sup>
- [backward design](#)<sup>23</sup>
- [rubrics](#)<sup>24</sup>
- [grading](#)<sup>25</sup>
- [reading primary literature](#)<sup>26</sup>
- [motivation](#)<sup>27</sup>
- [zones of development](#)<sup>28</sup>

### Non-Refereed White Papers/Research Briefs

- Graduate and Professional Students with Disabilities: Obstacles to Degree Progress During the COVID-19 Pandemic, **NCCSD 2021**
- Graduate and Professional Students with Disabilities: Financial Hardships During the COVID-19 Pandemic, **NCCSD 2021**
- Graduate Student Disability Accommodations at Vanderbilt University, *unpublished 2020*

<sup>1</sup> <https://www.smith.edu/about-smith/disability-services/support-mentoring>

<sup>2</sup> <https://bit.ly/dads-genes>

<sup>3</sup> <https://www.smith.edu/video/commencement-2012-student-speaker>

<sup>4</sup> <https://www.youtube.com/watch?v=NdGgq9Zhhps>

<sup>5</sup> <https://www.youtube.com/watch?v=tB8xJDTVHi0&t=26s>

<sup>6</sup> [https://bit.ly/DGS\\_17\\_Pt1](https://bit.ly/DGS_17_Pt1)

<sup>7</sup> <https://caitkirby.com/downloads/Fall%202020.html>

<sup>8</sup> <https://www.chronicle.com/article/a-ph-d-student-simulated-a-day-in-the-life-of-a-covid-19-era-campus-it-went-viral-but-it-wasnt-pretty>

<sup>9</sup> <https://www.higheredgeek.com/blog/podcast-episode-92-cait-kirby>

<sup>10</sup> <https://disabledacademicco.wixsite.com/mysite/post/covid-19-and-remote-work-access-for-whom>

<sup>11</sup> <https://caitkirby.com/blog/2020-05-executive-functions.html>

<sup>12</sup> <https://cft.vanderbilt.edu/2020/01/incorporating-games-into-ta-orientation/>

<sup>13</sup> <https://www.youtube.com/watch?v=m8eJgbt3htw>

<sup>14</sup> <https://caitkirby.com/blog/2019-12-CIRTL-forum.html>

<sup>15</sup> <https://caitkirby.com/resources/office-hours.html>

<sup>16</sup> <https://caitkirby.com/resources/metacognition.html>

<sup>17</sup> <https://caitkirby.com/resources/self-care.html>

<sup>18</sup> <https://caitkirby.com/resources/accommodations.html>

<sup>19</sup> <https://caitkirby.com/resources/growth-mindset.html>

<sup>20</sup> <https://caitkirby.com/resources/c-elegans-basics.html>

<sup>21</sup> <https://caitkirby.com/resources/universal-design.html>

<sup>22</sup> <https://caitkirby.com/resources/instructional-scaffolding.html>

<sup>23</sup> <https://caitkirby.com/resources/backward-design.html>

<sup>24</sup> <https://caitkirby.com/resources/rubrics.html>

<sup>25</sup> <https://caitkirby.com/resources/grading.html>

<sup>26</sup> <https://caitkirby.com/resources/reading-primary-literature.html>

<sup>27</sup> <https://caitkirby.com/resources/motivation.html>

<sup>28</sup> <https://caitkirby.com/resources/zones-of-development.html>