

## **CURRICULUM VITAE**

### **Kinsey B. Simone, PhD**

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Website: <https://www.tntech.edu/madtopics>

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#### **EDUCATION:**

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| <i>August 2023</i>   | <i>Ph.D. in Exceptional Learning, Concentration in Program Planning &amp; Evaluation, Tennessee Technological University, Cookeville, TN</i>                                    |
| <i>December 2021</i> | <i>M.A. in Curriculum &amp; Instruction, Tennessee Technological University, Cookeville, TN</i>   |
| <i>December 2019</i> | <i>B.A. in English, Concentration in Professional &amp; Technical Communication; Minors in Cell Performance and Spanish, Tennessee Technological University, Cookeville, TN</i> |

#### **CERTIFICATIONS:**

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| <i>August 2023</i> | <i>CITI Program Certificate for Information Privacy Security</i>   |
| <i>August 2020</i> | <i>CITI Program Certificate for Human Subjects Research</i>  |
| <i>August 2020</i> | <i>CITI Program Certificate for Social and Behavioral Responsible Conduct of Research</i>                                    |
| <i>August 2019</i> | <i>Certificate for completion of Spanish Intensive 20 Course, University of Español International House, Valencia, Spain</i> |

#### **STATEMENT OF PROFESSIONAL INTERESTS & SCHOLARSHIP**

Dr. Kinsey Simone's work bridges mental health advocacy, critical pedagogy, and mixed-methods research with a focus on the evolving role of AI in education, research, and intelligence analysis using research- and theory-informed predictive modeling. Her interests include understanding how large language models and predictive analytics transform knowledge production, ethics, and human-machine collaboration, informing a teaching philosophy for PhD and master's students that emphasizes methodological rigor, critical reflection, and applied, inclusive research design. As founder and director of the *Mad Topics Symposia & Praxis in Education*, she leads community-rooted, participatory initiatives challenging mental health stigma and

advancing trauma-informed practice. Her scholarship includes NSF-funded projects in STEM and AI education, international mental health collaborations, and research on responsible AI use in evaluation and analysis. Her commitment to systems-level impact and ethical, inclusive research practice has been recognized in her nomination for the Grawemeyer Award for Education Innovation.

#### **PROFESSIONAL WORK EXPERIENCE (POST-GRADUATE)**

08/25-

*Assistant Professor*

Tennessee Technological University, Cookeville, TN  
Responsible for instructing graduate level courses in educational, quantitative research methods and assessment. Responsible for mentoring graduate students on their quantitative research proposals, including IRB paperwork, research design, data collection, and analysis. Responsible for university service and professional service, having served on various internal and external professional committees (e.g., Assessment Committees, American Evaluation Association Educational Evaluation Topic Interest Group, etc.). Other notable contributions in this role include research in quantitative methodology, evaluation, and stigmas; international collaboration and creation/sustainability of an international Mad Topics research team; mentoring faculty in the department and the College of Engineering and the College of Arts and Sciences on survey development.

2022-Present

*Instructor*

Tennessee Technological University, Cookeville, TN  
Responsible for instructing graduate level courses in educational, quantitative research methods and assessment. Responsible for mentoring graduate students on their quantitative research proposals, including IRB paperwork, research design, data collection, and analysis. Responsible for university service and professional service, having served on various internal and external professional committees (e.g., Assessment Committees, American Evaluation Association Educational Evaluation Topic Interest Group, etc.). Other notable contributions in this role include research in quantitative methodology, evaluation, and stigmas; international collaboration and creation/sustainability of an international Mad Topics research team; mentoring faculty in the

department and the College of Engineering and the College of Arts and Sciences on survey development.

*2022–Present Contracted Evaluator (Internal & External)*  
Responsible for evaluating internal and external grant-funded programs (see Evaluation section). Evaluation duties include developing and implementing evaluation plans, including survey instruments, for formative and summative evaluation.

#### **PROFESSIONAL WORK EXPERIENCE (OTHER)**

*2020–2021 Contracted Tutor*  
Varsity Tutors – Online Platform  
Tutor contracted out to students ranging from K-12 to Graduate school. Topics tutored include statistics, quantitative research methods, research proposal writing, public speaking, Spanish, and English/Grammar.

*2020–2022 Freelance Editor*  
Cookeville, TN  
Assisted with writing coaching and editing.

*2019–2020 Lead Writing Instructor*  
Sylvan Learning Center – Cookeville, TN  
Responsible for tutoring students k-12 in writing, reading, and study skills. Also responsible for tutoring students in math fundamentals and ACT/GRE study prep.

*2019–2022 Student Worker, Center for Rural Innovation & Rural Reimagined*  
Tennessee Tech University, Cookeville, TN  
Wrote/edited stories and articles for the organization, attended Grand Challenge meetings and provided student outlook, attended events to incorporate the organization into the university through the students.

*2019 Student Worker, STEM Center*  
Tennessee Tech University, Cookeville, TN  
Organized and helped teach events for K-8 grade students in the community surrounding science, technology, engineering, and mathematical education.

*2017–2019 Peer Mentor*

Tennessee Tech University, Cookeville, TN  
Responsible for assisting incoming freshmen students in adapting to college through study prep and creating/giving lectures over research, writing, and college etiquette. Also responsible for holding one-on-one meetings with students, grading student work, and holding study sessions.

#### **ASSISTANTSHIPS**

**2021-2022**

*Graduate Research Assistant, Office of Research & Economic Development, Tennessee Tech University, Cookeville, TN*  
Responsible for managing professional & technical communication interns for the Center for Rural Innovation and Rural Reimagined. Also responsible for providing work to student workers and connecting them to clients to provide technical assistance.

**2020-2021**

*Graduate Research Assistant, Strategic Planning, Tennessee Tech University, Cookeville, TN*  
Responsible for developing the Grand Challenge: University initiative communication strategic plan and assisting in coordinating communication through publications, outreach, planning, and research.

**2019-2020**

*Graduate Teaching Assistant, Department of Computer Science, Tennessee Tech University, Cookeville, TN*  
Responsible for tutoring Computer Science students in writing, CVs, and professional ethics. Also responsible for grading students' work and participating in class discussion, as well as creating and giving a lecture over writing a methodological research paper to both sections of the course.

#### **OTHER WORK EXPERIENCE**

**2018-2019**

*Direct Support Professional, Community Options Incorporation, Cookeville, TN*  
Provided care (medicine preparation, food preparation, physical and mental assistance) to persons with mental disabilities.

**2018**

*Bank Teller, Bank of Putnam County, TN*

Provided account services to customers by receiving deposits and loan payments, cashing checks, etc.

2016–2022

*Independent Cellist, Cookeville, TN*  
Played the cello at weddings, concerts, plays, and other events.

### SCHOLARLY CONTRIBUTIONS

\*\*\*Indicates first author is mentored graduate student.

\*\*Indicates first author is mentored undergraduate student.

\*Works published under maiden name.

Note: Contributions are listed chronologically by most recent publication.

### TEXTBOOKS

**Simone, K.** (2026). *Mad Methods: Friends, foes, and foundations of quantitative research design*. Cognella Inc. [Invited to write textbook for Masters and PhD students].

### INTERNATIONAL BLOGS

**Simone, K.** (2025). *Mad Topics: A blog exploring stigma, belonging, and mental health through student research, personal narrative, and the lens of Mad Studies*. Psychology Today. (Professional blog proposal submitted 8.8.25)

### PEER-REVIEWED PUBLICATIONS (IN PROGRESS/IN REVISIONS FOR RESUBMISSION)

**Simone, K.** (2025). Examining stigmas towards obsessive-compulsive disorder (OCD): A Mad Study on perceptions of pre-service teachers. Submitted to the *International Mad Studies Journal* (revising to resubmit in summer 2025).

Culkin, D. T., **Simone, K.**, Callender, A., Taylor, F. L., Wise, C., & Shi, Y. *A comparative-case analysis of Mad symposia for community building* (qualitative project in progress).

**Simone, K.**, Kinmonth-Schultz, H., & Ferrell, H. (2025). AI usage, growth, and student engagement: Growth-based versus traditional grading schemes. (IRB modifications and instrument improvement in progress; continuation of previous work, see Kinmonth-Schultz & Simone, 2024).

Alley, S., Mannahan, R., Isbell, S., Chitiyo, G., & **Simone, K.** (2024). Video production value in online lectures: Does higher production value lead to improved learning outcomes? (Final revisions in progress; data collected in 2023 and 2024).

**PEER-REVIEWED PUBLICATIONS (CURRENTLY SUBMITTED & UNDER REVIEW):**

**Simone, K.,** Culkin, D. T., Taylor, F. L., Callender, A., & Oakley, M. (2025). Mad Studies in education: Attendees' perceived effectiveness of a symposium on OCD and ADHD. (Accepted for publication by *New Horizons in Adult Education and Human Resource Development*, SAGE). **(Confirmed by SAGE as first quantitative Mad Study to date).**

Chitiyo, J., **Simone, K.,** Salayo, J., Chitiyo, A. (2025). An examination of South African teachers' competency in inclusive education: A case of Limpopo. (Manuscript under review by the *Journal of Research in Special Educational Needs*).

**PUBLICATIONS, PEER-REVIEWED (PRIMARY):**

Chitiyo, J., & **Simone, K.,** Salayo, J., & Chitiyo, A. (2024). The status of inclusive education in the Phillipines: An examination of teacher perceptions and knowledge. *Asian Journal of Inclusive Education*, 12(1), 19–37. <https://doi.org/10.59595/ajie.12.1.2>

Chitiyo, J., Muresherwa, E., & **Simone, K.** (2024). The status of inclusive education in Zimbabwe: An assessment of teacher knowledge and perceptions in Masvingo. *Journal of Research in Special Educational Needs*, 1–13. <https://doi.org/10.1111/1471-3802.12716>

Kinmonth-Schultz, H., & **Simone, K.** (2023). Students' perceptions of learning outcomes: Traditional versus growth-based grading in biology education. *International Journal of Curriculum & Instruction*, 17(1), <https://orcid.org/0000-0003-3541-007X>

**Simone, K. B.** (2023). *The Moderation Effects of Instrumental Motivation, Risk Factors, and Self-Efficacy on the Relationship Between Parental Expectations and Student Educational Expectation Fulfillment* (Order No. 30528993). Available from ProQuest One Academic. (2847204939). <https://ezproxy.tntech.edu/login?url=https://www.proquest.com/dissertations-theses/moderation-effects-instrumental-motivation-risk/docview/2847204939/se-2>

Chitiyo, G., Smith, M., & **Simone, K.,** & Zagumny, L. (2023). Students' perceived benefits of chess: Differences across age and gender. *Journal of Global Education and Research*, 7(3), 214–225. <https://www.doi.org/10.5038/2577-509X.7.3.1283>

- Chitiyo, G., Zagumny, L., Davis, K., Littrell, M., Akenson, A., Besnov, K., ... & **Potter (Simone), K.** (2021). Teacher perceptions of using chess as a heuristic pedagogical method. *International Journal of Curriculum and Instruction*, 13(3), 2482-2496.  
<https://files.eric.ed.gov/fulltext/EJ1312757.pdf>
- Wendt, S., Beach, J., **Simone, K.**, Wendt, J., & Elrod, D. (2023). Preservice Teacher Perceptions of Using 360° Cameras and Virtual Reality for Education Preparation. *IAOF Journal of Education*.
- Potter, (Simone) K.** (2019, July). Toxic attitudes: Harriet Martineau's criticism on women and the rhetoric of shame. *The Martineau Society*, pp. 14-19.
- PUBLICATIONS, SECONDARY:**
- Simone, K.** (2025, June 23). Holding the line: Leadership, trauma recovery, and the backlash against boundaries [co-developed using ChatGPT-4o "Sol", an AI writing partner who helped structure the author's reflections and refine tone for publication]. *AEA 365*.  
<https://aea365.org/blog/holding-the-line-leadership-trauma-recovery-and-the-backlash-against-boundaries-by-kinsey-simone/>
- Simone, K.** (2024, December 30th). *Rad resources for boosting efficiency: AI-Generated evaluation reports from data*. American Evaluation Association (AEA) 365. Retrieved from  
<https://aea365.org/blog/rad-resources-for-boosting-efficiency-ai-generated-evaluation-reports-from-data-by-kinsey-simone/>
- Simone, K.** (2024). *Misperceptions of Obsessive Compulsive Disorder (OCD): Transforming the narrative in our classrooms*. Anxiety in the Classroom. International OCD Foundation. Retrieved from  
<https://anxietyintheclassroom.org/2024/08/06/transforming-the-obsessive-compulsive-disorder-ocd-narrative-in-our-classrooms-key-insights-considerations-for-rural-schools/>
- Simone, K.** (2024, January 22). *The "invisible" disorder: OCD stigma & how we move forward*. Anxiety & Depression Association of America. Retrieved from <https://adaa.org/learn-from-us/from-the-experts/blog-posts/professional/invisible-disorder-ocd-stigma-how-we-move>
- Simone, K.** (2023). *Lessons Learned: Choosing a software for analyzing large educational datasets*. AEA 365 Blog.  
<https://aea365.org/blog/prek-12-ed-eval-tig-week-lessons>
- Simone, K.** (2022). *Tennessee Tech's Grand Challenge, Rural Reimagined:*

*Transforming rural areas even among a Pandemic*. Educational Technology Insights. <https://shorturl.at/pvQZ8>

**Potter, (Simone) K.** (2020, April). *COVID-19's effect on obsessive compulsive disorder (OCD)*. MLA Grads Blog. <https://mlagrads.mla.hcommons.org/2020/04/24/grad-studies-in-coronavirus-post-2/>.

Aikens, M., Wright, D., & **Potter, K.** (2019). *Tech's grand challenge picks up steam*. Three-Eight-Five, pp. 21-22.

**INTERNATIONAL CONFERENCE PROCEEDINGS (SUBMITTED):**

**Simone, K.** (April 2026). *Lived experience-driven public health innovation: Reducing stigma, fostering empathy, and building advocacy in mental health* [Oral presentation]. European Public Health Conference. *Public Health 2026*. Rome, Italy.

**INTERNATIONAL CONFERENCE PROCEEDINGS:**

**Simone, K.** (April, 2026). *Lived experience-driven public health innovation: Reducing stigma, fostering empathy, and building advocacy in mental health*. [Speaker at *Public Health 2026, European Public Health Conference*]. Rome, Italy.

Wendt, S., Beach, J., **Simone, K.**, Wendt, J., & Elrod, D. (September, 2023). *Preservice teacher perceptions of using 360° cameras and virtual reality for education preparation*. [Paper presentation]. Barcelona Conference on Education (pp. 1-16). Barcelona, Spain. <https://doi.org/10.22492/issn.2435.9467.2023.19>

**Simone, K.**, Chitiyo, G., & Zagumny, L. (June 2022). *How do teachers perceive the benefits of chess among their students?* Thesis and Presentation presented to FIDE Chess in Education [International Online Conference].

Chitiyo, G., **Potter (Simone), K.**, Lastres, M., & Zagumny, L. (2021). *Perceived benefits of chess among students: Examining differences by age and gender*. Presentation presented to *FIDE Chess in Education Commission* [International Online Conference].

**Potter (Simone), K.** (2018). *Toxic attitudes: Harriet Martineau's criticism on women and the rhetoric of Shame* [Paper presentation]. Harriet Martineau Society [International Conference]. London, United Kingdom.

**NATIONAL CONFERENCE PROCEEDINGS:**

\*Indicates author is mentored graduate student.



**\*\*Indicates author is mentored undergraduate student.**

Culkin, D. T., **Simone, K.**, Callender, A., Taylor, F. L., \*Shi, Y., Oakley, M., & Wise, C. (2025). *Evaluating “Mad Topics” community symposia: An interdisciplinary & collaborative approach to transformative mental health education*. Paper session submitted to 2025 American Evaluation Association (AEA) Conference (under review).

**\*\*Slater, A.**, Rezsnyak, C., & **Simone, K.** (2025, March 24). *Comparison of different methods for drawing Lewis structures in general and introductory Chemistry courses*. Undergraduate student research poster presented at the 2025 American Chemical Society (ACS) Spring Meeting & Expo in San Diego, California.

Tolley, L., Grossie, E. A., Kuji-Shikatani, K., Chitiyo, G., & **Simone, K.** (2023). *Truth, its beauty, and its justice: Reconceptualizing how stories are told in educational evaluation*. Multipaper session presented to the 2024 American Educational Research Association Conference.

**Simone, K.**, & Chitiyo, G. (2023). *Choosing the most suitable software for analyzing complex educational survey datasets*. Poster presented at the 2023 American Evaluation Association Evaluation 2023 Conference: The Power of Story in Indianapolis, Indiana.

Chitiyo, G., **Simone, K.**, Danquah, M., & Lastres, M. (2023). *A mixed methods approach to educational evaluation: Lessons Learned from a STEM program*. Poster presented at the 2023 American Evaluation Association Evaluation 2023 Conference: The Power of Story in Indianapolis, Indiana.

**Simone, K.**, Potter, D., Isbell, J., & Hinkel, S. (2023). *Understanding college path decisions of rural Tennesseans*. Paper virtually presented to the 2023 National Forum to Advance Rural Education.

**Simone, K.**, & Chitiyo, G. (2023). *Educational Self-Actualization: Comparison of Moderation Analysis Prediction Models for Students with Different Levels of Academic Risk Factors*. [Poster presentation]. Tennessee Technological University Annual Research and Inquiry Day, Cookeville, TN, United States.

**Simone, K.**, & Chitiyo, G. (2022). *Risk Factors, Instrumental Motivation, and Students’ Fulfillment of Academic Expectations: A Moderation Analysis*. [Poster presentation]. Tennessee Technological University Annual Research and Inquiry Day, Cookeville, TN, United States.

Potter, D. W. & **Potter (Simone), K.** (November 2021). *Understanding the college path decision process of rural Tennessee students.* Presentation made at the 2021 National Forum to Advance Rural Education in Indianapolis, Indiana.

**Potter (Simone), K.,** & Chitiyo, G. (2021). *An Evaluation of Impacts of COVID on Instructional Delivery and Effectiveness of Workshops.* [Virtual Conference presentation]. Broadening Impact through Innovation 2021 Virtual ATE Conference, hosted by the American Association of Community Colleges.

Smith, M., **Potter (Simone), K.,** & Anderson L., & Chitiyo, G. (May 2021). *Insights about Equity and Social Justice Learned through Engaging in Academic Content: Emerging Evaluator Perspectives.* [Virtual presentation]. Emergent Voices in Evaluation (EViE) Conference, hosted by the University of North Carolina at Greensboro.

**Potter (Simone), K.,** Lawrence, K., Mathende, A., & Chitiyo, G. (2021). *Writing ability and gender as moderators of the relationship between instrumental motivation and academic self-efficacy* [Poster presentation]. Tennessee Technological University Annual Research and Inquiry Day, Cookeville, TN, United States.

**Potter (Simone), K.** (2019). *Toxic attitudes: Harriet Martineau's criticism on women and the rhetoric of Shame* [Paper presentation]. Tennessee Technological University Annual Research and Inquiry Day, Cookeville, TN, United States.

#### **STUDENT-ADVISED RESEARCH STUDIES**

*The below studies were student-led; many of these are in progress to be submitted to a journal and started in students' research series (CUED 6300).*

Greenlee, E., Pullum, M., Johnson, H., & **Simone, K.** (2025). Acceptance of new foods in parent-led behavioral feeding therapy: Treatment of a selective eater with autism. (MA student mentee, graduation data = Spr25, IRB revisions in progress, data collection scheduled for summer 2025).

Shi, Yongmei, & **Simone, K.** (2025). Group morning reading sessions and kindergarten students' academic engagement in China. (MA student mentee, graduation date = Spr25, IRB revisions in progress, data collection scheduled for fall 2025).

Aneno, A. S., & **Simone, K.** (2025). Developing a virtual, culturally sensitive social skills training program for students in Uganda.

(MA student mentee, IRB in progress, data collection scheduled for spring 2026).

Boyd, Benjamin., **Simone, K.** (2024). High school students' intrinsic and extrinsic motivation in mathematics: Differences across gender and socioeconomic status. (MA student mentee, graduation date = fall 2024, IRB-approved study, finalizing paper to submit).

Cripps, T., & **Simone, K.** (2024). Economic status, rurality, & population as predictors of 3<sup>rd</sup> grade students' TCAP retake success. (MA student mentee, graduation date = fall 2024, IRB-approved study, finalizing paper to submit).

Ponomarenko, A., & **Simone, K.** (2024). International students' perceptions of challenges towards and preparedness for studying at a public university in the United States: Differences across demographics. (MA student mentee, graduation date = Spr24 finalizing paper to submit).

Smith, A., & **Simone, K.** (2024). Response to instruction and intervention (RTI<sup>2</sup>) and math growth in 5<sup>th</sup> grade. (MA student mentee, graduation date = Fall24, finalizing paper to submit).

Vanwormer, G., & **Simone, K.** (2024). High school students' perceptions of racially disproportionate discipline as predictors of student motivation. (MA student mentee, graduation date = Spr25 revising paper based on feedback from *The High School Journal*).

#### **STUDENT-ADVISED UNIVERSITY RESEARCH DAY PROCEEDINGS**

*\*Indicates author is mentored graduate student.*

*\*\*Indicates author is mentored undergraduate student.*

*\*\*Slater, A., Rezsnyak, C., & **Simone, K.** (2025, April 23). Comparison of different methods for drawing Lewis structures in general/introductory Chemistry courses. Undergraduate student research poster presented at the 2025 Office of Sponsored Programs Research & Creative Inquiry Day at Tennessee Tech University in Cookeville, TN.*

*\*Oakley, M., & **Simone, K.** (2025, April 23). Mad Topics in education 2024: Building partnerships with school counselors to support teachers' mental health literacy. Graduate student research poster presented at the 2025 Office of Sponsored Programs Research & Creative Inquiry Day at Tennessee Tech University in Cookeville, TN.*

- \*Shi, Y., & Simone, K. (2025, April 23). *Structured group morning reading sessions and Kindergarten students' academic engagement: A proposed multiple baselines study in China*. Graduate student research poster presented at the 2025 Office of Sponsored Programs Research & Creative Inquiry Day at Tennessee Tech University in Cookeville, TN.
- \*Brown, C., & Simone, K., & Spears, A. (2025, April 23). *Policy and performance: Understanding 3<sup>rd</sup> grade students' achievement before and after implementation of Tennessee's Learning Loss Remediation and Student Acceleration Act*. Graduate student research poster presented at the 2025 Office of Sponsored Programs Research & Creative Inquiry Day at Tennessee Tech University in Cookeville, TN.
- \*Kriebel, B., Chitiyo, G., Simone, K., & Richards, S. (2023). *Preservice teacher perceptions of preparedness to teach diverse students*. Graduate student research poster presented at the 2024 Office of Sponsored Programs Research & Creative Inquiry Day at Tennessee Technological University in Cookeville, TN.

#### **PRESENTATIONS:**

- Simone, K.** (2025, April 17th). *Let's get "Mad" in evaluation: Using formative findings for and unpacking takeaways from Mad Topics Symposia* [Virtual Featured Presentation]. Presented to the American Educational Evaluation (AEA) Educational Evaluation Topic Interest Group (TIG) [Virtual presentation].
- Simone, K.** (2025, March 27). *Mad Topics: Why first-gen voices matter in mental health conversations* [Invited speaker]. Presented to Tennessee Tech University's Office of First-Generation Student Success (FGSS) First-Gen Friday event. Cookeville, Tn.
- Simone, K.** (2025, March 10). *Mad Topics: Get interested & get involved*. [Invited speaker]. Presented to Tennessee Tech University's Student Government Association (SGA) Senate. Cookeville, Tn.
- Simone, K.** (2024, September 19th). *Evaluation of a large panel discussion on sensitive topics: Major takeaways*. [Virtual presentation]. Presented to the American Evaluation Association Educational Evaluation Topic Interest Group.
- Simone, K., Culkin, D. T., Taylor, F. L., Callender, A., & Oakley, M.**

(2024, April 8<sup>th</sup>). *Mad Topics panel symposium on OCD and ADHD in education*. Public panel symposium presentation at Tennessee Technological University.

**Simone, K.** (2023). *Application of sentiment analysis to tell a story with data*. [Virtual presentation]. Presented to the American Evaluation Association PreK-12 Educational Evaluation Topic Interest Group.

**Potter (Simone), K.** (2020, June 23). *Rural reimagined overview and Annual accomplishments* [Online webinar presentation]. Board of Trustees Meeting, Cookeville, TN, United States.  
<https://www.youtube.com/watch?v=y400Fq1LCAI>

Aikens, M., & **Potter (Simone), K.** (2020). *Tennessee technological university rural reimagined* [Conference session]. Upper Cumberland Education Leaders, Cookeville, TN, United States.

**Potter (Simone), K.** (2020). *Tennessee technological university's grand challenge: Rural reimagined* [Poster presentation]. Posters at the Capital, Nashville, TN, United States.

Blair, J., & **Potter, K.** (2019). *Grand challenge: Rural reimagined* [Conference session]. Leadership Putnam, Cookeville, TN, United States.

#### **PUBLISHED WEBSITES**

**Simone, K.** (2025). *Mad Topics*. Tennessee Technological University.  
tntech.edu/madttopics

#### **PROGRAM PLANNING**

*September '24–Present* Organizing the Mad Topics Advisory Board to provide democratic processes to Mad Topics from 30+ professionals, educators, students, community members, first-responders, and persons with lived experience. The board will provide recommendations and processes for choosing panelists and will act as a bridge between research, practice, and community.

*September '24–Present* Co-organizing a Mad Topics-Center Stage event *Dangerous Gifts: Rethinking Madness, Meaning, and the Edge of What We Know*. Description (event hosted at Tn Tech on September 25th, 2025: What if the experiences we call “mental illness” sometimes carry insights the world isn’t ready to

hear? In this talk, Sascha Altman DuBrul – co-founder of The Icarus Project and author of *Dangerous Gifts* – shares stories from locked wards, grassroots movements, and ancient spiritual traditions to explore the thin line between breakdown and breakthrough. Drawing on lived experience and years of community work, Sascha invites us to look beyond labels, to ask what might be hidden in the struggles of those who see and feel differently. He challenges us to consider that in every community, the people we call “too much” or “too sensitive” may hold pieces of wisdom we all need.

*Spring 2024*

Designed and implemented the MAD (Mad-identified & Allies of [invisible] Disabilities) paid student program. Undergraduates and graduates are paid to work on communication, research, and praxis surrounding Mad Topics. MAD Scholars include those from College of Engineering, College of Business, College of Arts and Sciences, and College of Education.

*August 2024–Present*

*Organizing the 2025 first-generation Mad Topics panel in collaboration with the Office of First-Generation Student Success. This panel will feature two first-generation undergraduate students who are MAD Scholars, as well as Mr. Ben Craft from the Nashville OCD & Anxiety Treatment Center and Dr. Christina Mick from Tn Tech's Center for Counseling and Mental Health Wellness. One engineering MAD Scholar is developing a fidget-toy for mental health workshop alongside Mad Topics and the Rover Club to be offered as part of this event.*

*August 2025–Present*

*Organizing (and applying for funding for) the 2026 “Mad Topics: Autism Spectrum Disorder in Education” for April. Event will count as PD hours for educators and CE hours for mental health professionals. Adding component of pre tabling for 1.5 hours for mental health and resource organizations/centers to engage with attendees.*

*February–October 2025 Organizing (and received funding for) the 2025*

*“Mad Topics Lending Library” (MTLL), a community built collection of books and resources focused on mental health, mad studies, neurodivergence, disability justice, and lived experiences. Think: self-help, memoirs, graphic novels, nonfiction, and more! Set to launch in Fall 2025 with currently 30 books in the library on anxiety, depression, OCD, ADHD, bipolar disorder, PKU, mental health as a first-gen student, post-partum depression, menopause brain, eating disorders, and other Mad Topics. These include fiction and nonfiction, graphic novels, workbooks, textbooks, children’s books, memoirs, and more!*

*August '24–April '25 Organizing (and received funding for) the 2025 “Mad Topics: Anxiety & Depression in Education” Mental Health Resource Fair for April, where 20+ internal and external, including state- and nation-wide, organizations (counseling centers, clinics, suicide prevention networks, nationwide entities like the Anxiety & Depression Association of America) will provide resources and support at tables preceding the 2025 Tn MT symposium on anxiety and depression in education (1:30-3:00 p.m. CST on 4/5/2025). This is an addition from 2024 based on many 2024 attendees wanting specific resources or having specific questions that the panel team was not best suited to answer. This addition allows all attendees to hopefully find at least one useful takeaway that feels individualized to them.*

*Spring 2024 Designed, organized, and implemented a professional panel discussion titled “Mad Topics: Obsessive-Compulsive Disorder (OCD) & Attention Deficit Hyperactivity Disorder (ADHD) in Education” in Bell Hall, Tennessee Tech University, Cookeville TN (April 8<sup>th</sup>, 2024). The panel consisted of Dr. David Culkin, a prominent figure in the OCD world and author of OCD and Marriage, who is a colleague of mine and traveled to Tech for the panel; Dr. Edward Beason, who discussed disability stigma and ways to support students with disabilities; Dr. Amy Callender, who discussed special education and her experience diagnosing ADHD/OCD as a school*

psychologist in the past; myself, to share my lived experience with OCD; and Dr. Leann Taylor to share her lived ADHD experience. Over 500 views on YouTube (see [https://www.youtube.com/watch?v=EY99\\_6EtSRw](https://www.youtube.com/watch?v=EY99_6EtSRw)), with over 100 in-person attendees. Overall perceived as effective across attendees. One attendee noted, “I am not alone”.

#### **MEDIA APPEARANCES AND INTERVIEWS**

Smith, A. (2025, April 5). *Out in the open*. Teacher On The Radio (Episode 494), Tennessee Tech University.  
<http://www.teacherontheradio.com/2025/04/out-in-open-totr-494.html>

Bush, T. (2025, April 2). *Tech to educate educators about anxiety and depression*. Upperman At Cumberland Tuesday on 104.7.  
<https://theucnow.com/2025/04/02/tech-to-educate-educators-about-anxiety-and-depression/>

Trotter, M. (2025, March 21). *Panel at Tennessee Tech aims to shed light on the often invisible challenges of anxiety/depression*. Tennessee Tech News. Retrieved 30 March 2025 from <https://www.tntech.edu/news/releases/24-25/tech-to-host-mad-topics-panel-on-anxiety-and-depression-in-education.php>

Trotter, M. (2025, March 21). *Mad Topics [Newspaper article/interview]*. The Herald Citizen. Retrieved 30 March 2025 from [https://www.herald-citizen.com/news/education/mad-topics/article\\_71a9e43c-60cc-5ee7-95f1-22da215c895e.html](https://www.herald-citizen.com/news/education/mad-topics/article_71a9e43c-60cc-5ee7-95f1-22da215c895e.html)

UCNow. (2024, April 8). *OCD and ADHD in education forum set for Monday at Tech*. Upperman At Cumberland Tuesday on 104.7.  
<https://theucnow.com/2024/04/08/ocd-and-adhd-in-education-forum-set-for-monday-at-tech/>

Good Morning Cookeville with Jason & Sheila (2024, April 5). *Panel at Tennessee Tech aims to shed light on the often invisible challenges of OCD/ADHD [Live radio show interview, audio only]*. Good Morning Cookeville with Jason & Sheila on 107.7WHUB.

Lite Rock 95.9 News. (2024, April 2). *Panel discussion at Tennessee Tech Surrounding OCD and ADHD [Live radio show interview, audio only]*. Lite Rock 95.9 News.

Trotter, M. (2024, March 28). *Panel at Tennessee Tech aims to shed*



*light on the often invisible challenges of OCD/ADHD* [University interview/press release]. The Herald Citizen. Retrieved 30 March 2025 from [https://www.herald-citizen.com/news/education/panel-at-tennessee-tech-aims-to-shed-light-on-ocd-adhd/article\\_a94604f6-ee3c-504a-ba47-303159059276.html](https://www.herald-citizen.com/news/education/panel-at-tennessee-tech-aims-to-shed-light-on-ocd-adhd/article_a94604f6-ee3c-504a-ba47-303159059276.html)

Trotter, M. (2024, April 26). *Panel at Tennessee Tech aims to shed light on the often invisible challenges of OCD/ADHD* [University interview/press release]. Tennessee Tech News.

#### **EXHIBITS (MAD TOPICS)**

2025, May 2                      *Project Raise Mental Health Conference*. Hosted by UT CLEE in partnership with TDOE. Murfreesboro, TN. (Accepted as exhibitor for Mad Topics)

#### **GRANT WORK**

**Simone, K. (PI)**. Mad Topics: Reimagining Health Knowledge Systems Through Lived Experience (\$265,360 requested; in final drafting stages). Robert Wood Johnson Foundation.

Eberle, W. B. (PI), Talbert, D. (Co-PI), **Simone, K. (Co-PI)**, & Christen, S. (Co-PI). IGE: Track 1: Graduate CS Education to Align Soft and Technical Skill Development with Industry AI Workforce Needs (\$449,558 **Requested; under review for funding by National Science Foundation [NSF]** as of 3.21.25, Proposal #2529772). (01/01/2026–12/31/2028).

Yelemarathi, K. (PI), Bhattacharya, I. (Co-PI), Gupta, M (Co-PI), Hayes, A. (Co-PI), Datta, T. (Co-PI), Fidan, I. (Co-PI), Sanders, R. (Co-PI), Rao, M. (Co-PI), Powell, E. (Senior Personnel), **Simone, K. (Sole Evaluator)**. S-STEM: Supporting Undergraduate Student Persistence And Graduation in STEM Disciplines (SPEAR). (\$1,999,661 **Requested; under final review/consideration for funding**). (01/01/2025–12/31/2030).

Spears, A. M., Braisted, L. T., **Simone, K. (Supporting)**, overseeing data analysis/collection/interpretation of research components), & Manginelli, D. A. (Supporting). Impact of mentorship on preservice teacher preparation and literacy instruction in rural Tennessee. Grant funded by the Office of the Vice President for Research and Economic Development (OVPRED) and the Research Committee Internal Research Grant Program. Tennessee Tech University. (\$19,942.00).

**Simone, K. (PI)**, & Wendt, J. (Co-PI). (2025). Building the future of Mad Topics: Institutional membership & interdisciplinary research

expansion. Grant funded by the Office of the Vice President for Research and Economic Development (OVPRED) and the Research Committee Internal Research Grant Program. Tennessee Tech University. (\$4,845).

Kohrman, E. (PI), Dunn, T. H. (PI), Fowler, S. (PI), Wooldridge, E. (Co-PI), Taylor, A. D. (Co-PI), Fowler, J. L. (Co-PI), Chitiyo, G. (Evaluator), & **Simone, K. (Evaluator)** (2023-2025). Collaborative Research: EPIIC: Developing an Eco Engine Jumpstart Kit. Program. (Grant funded by the National Science Foundation)

**Simone, K. (PI)**. (2024). Mad Topics 2025 Panel Symposium: Anxiety & Depression. Grant funded by the Rural Reimagined Faculty Grant Program. (\$11,759).

**Simone, K. (PI)**. (2023). Examining stigmas towards Obsessive Compulsive Disorder (OCD) Perceptions of pre-service teachers. Research grant proposal submitted to Russell Sage Foundation (RSF; \$50,000). Not funded.

Hurley, S. P. (PI), Hellman, A. N. (Co-PI), Chitiyo, G. (Evaluator), & **Simone, K. (Evaluator)**. Measuring the Impact of Victim Services: Instrument Evaluation. (2023). Grant proposal submitted to National Institute of Justice (NIJ) in 2024. (\$2,390,777). Not funded.

ExpandQISE: Track 1: SPARQ: Entanglement Distribution and Routing over Space-Air-Ground Quantum Networks. (2023). Grant proposal submitted to National Science Foundation (NSF). (Grant submitted; **Evaluator**).

QUICK: Quantum Integrated Curriculum in CS with K-12 Outreach. National Science Foundation. 2023. (Grant submitted; **Evaluator**).

LEARN-TN: Leveraging Education to Advance Rural Needs – Tennessee. National Science Foundation. (Grant submitted; **Evaluator**).

Supporting Undergraduate Student Persistence and Graduation (SPEAR). Grant proposal submitted to National Science Foundation (NSF). (2023). (Not funded; **Evaluator**).

One World Multicultural Evenings: Fall & Spring, 2023 (\$10,660). Funded by Tennessee Tech University, Cookeville, TN. **Co-PI**. (Awarded)

Empower the Upper Cumberland - Planning Grant, 2022 (\$25 million).  
Funded by Families First, Tennessee's Temporary Assistance for  
Needy Families (TANF) program. Assisted on preliminary  
qualitative analysis for a regional needs assessment, needs and  
gaps analysis, deliverables development, and logic model  
creation. (Awarded).

Bridges to Equity: The rights of the LGBTQIA2S+ Community and Other  
At-Risk Populations, and the Quest for a Better Tomorrow. Pending  
funding by ESP22APS: Mission Spain Public Diplomacy 2022 Annual  
Program Statement. PI: Dr. Dorota Silber-Furman, Co-Pis: Dr.  
Miguel Perez & **Simone, K.** (2021; Not funded).

### ***EVALUATION WORK***

Yelemarathi, K. (PI), Bhattacharya, I. (Co-PI), Gupta, M (Co-PI),  
Hayes, A. (Co-PI), Datta, T. (Co-PI), Fidan, I. (Co-PI), Sanders,  
R. (Co-PI), Rao, M. (Co-PI), Powell, E. (Senior Personnel),  
**Simone, K.** (Sole Evaluator). S-STEM: Supporting Undergraduate  
Student Persistence And Graduation in STEM Disciplines (SPEAR).  
(\$1,999,661 **Requested; under final review/consideration for  
funding**). (01/01/2025-12/31/2030).

Kohrman, E. (PI), Dunn, T. H. (PI), Fowler, S. (PI), Wooldridge, E.  
(Co-PI), Taylor, A. D. (Co-PI), Fowler, J. L. (Co-PI), Chitiyo,  
G. (Evaluator), & **Simone, K. (Evaluator)** (2023-2025).  
Collaborative Research: EPIIC: Developing an Eco Engine Jumpstart  
Kit. Program. (Grant funded by the National Science Foundation).

Chitiyo, G., & **Simone, K.** (2023-Present). [**Evaluator**]. Engineering  
Enhancements for Student-Centered Learning @ Tech (ESCL@Te).  
Initiative.

Chitiyo, G., & **Simone, K.** (2023). [**Evaluator**]. LEARN-TN: Leveraging  
Education to Advance nRural Needs - Tennessee. National Science  
Foundation. (Grant submitted)

Ismail, M., Chitiyo, G., & **Simone, K.** (2023). [**Evaluator**]. QUICK:  
Quantum Integrated Curriculum in CS with K-12 Outreach. National  
Science Foundation. (Grant submitted)

Chitiyo, G., & **Simone, K.** (2022-2023). iNest Program. University of  
Chattanooga, University of Knoxville, & Tennessee Technological  
University.

Chitiyo, G., & **Simone, K.** (2022-2023). [Evaluation team]. Windows of  
the World. Tennessee Technological University.

Chitiyo, G., & **Potter, K.** (2021). [Evaluation team]. Best Practice in Online Learning and Teaching Virtual Seminar. Fiji National University.

Chitiyo, G., & **Potter, K.** (2021–2023). [Evaluation team]. Smart Manufacturing for America’s Revolutionizing Technological Transformation (SMART2). Tennessee Technological University, Cookeville TN.

Chitiyo, G., & **Potter, K.** (2021). [Evaluation team]. Summer 2021 Immersive Research in Energy Generation, Storage/Conversion, and Power Transmission (IREST) Research Experience for Undergraduates (IREST REU) Program. Tennessee Technological University, Cookeville TN.

#### **NOTABLE CONTRIBUTIONS TO RESEARCH & THEORY**

**First Mad Study to use primarily quantitative methods.** (2025, March). Confirmed through SAGE journal submission that current paper under review is first Mad Study to use primarily quantitative methods.

**AI Praxis Framework.** (2025, March). Created novel AI Praxis Framework (AI Praxis) as part of NSF grant proposal which emphasizes stakeholder perceptions first using participatory and utilization evaluation methods, and assessments second. Novel in holistic and collaborative approach.

**Mad Topics Symposia & Praxis.** (2024, January). Created and am continuously improving novel Mad Topics symposia & praxis framework (MT) which holistically combines usually polarized topics (quant vs. qual, clinical vs. lived, psych vs. counseling) to investigate stigmas collaborative rather than polarizing processes. Proved to be effective in increasing community mental health literacy (measured by increased empathy/understanding & perceived event effectiveness/satisfaction).

#### **PROFESSIONAL CONSULTING:**

2024–Present | Researcher & Program Planning | Twin Lakes Internet **Consulting researcher** for a collaborative **\$250,000 grant-funded project** between Twin Lakes Internet and Rural Reimagined, Tn Center for Rural Innovation, to design research methods, including IRB application and approval, to investigate the effectiveness of a Digital Literacy Program for rural broadband users. Also created assessments for program.

**ADVISEMENT (RESEARCH & PRAXIS), SERVICE, & NATURAL MENTORSHIP  
ADVISEMENT (RESEARCH & PRAXIS)**

Since beginning as an instructor in August 2022 and specifically within the last complete academic year, I have been advising approximately 30 master's per semester students and 4-8 doctoral students.

Semester, Year	#MA Committees Served on/Advisees	#Doctoral Committees served on/Advisees
Spring, 2024	4	-
Summer, 2024	4	
Fall, 2024	28	4 PhD
Spring, 2025	34	7 PhD + 1 EdD
Summer 2025	43	8 PhD

**DISSERTATION COMMITTEES SERVED ON**

*\*Some are blank and therefore denote a student who has not yet begun prospectus but has developed their proposal in my course or has asked me to serve; some of these are qualitative dissertations.*

Role, Year(s)	Title of Dissertation	Defense Date
Committee Chair, 2025-	Studying the Relationships in Engineering Transfer Student Success at Tennessee Technological University	-
Committee Member, 2024-2025	Critical inductive analysis of teacher resilience.	June 9 <sup>th</sup> , 2025
2024-2025	Former Division I athletes' self-perceived eating habits and attitudes, body satisfaction, and physical activity: Differences across sport and sex	June 11 <sup>th</sup> , 2025 (Defended successfully)
Committee Member, 2024-	A corpus-assisted critical discourse analysis involving the language of eugenics in political discourse as it relates to immigration	
Co-Chair, 2024-	Prior Artificial Intelligence (AI) Exposure & Participation in Didactic AI Sessions: A Comparative Study of	

	Differences in Medical Students' Self-Reported AI Literacy and Success	
*Committee Member, 2025-	-	
*Committee Member, 2024-	-	Summer 2027
*Committee Member, 2024-	-	Spring 2027
*Committee Member, 2024-	-	-
*Committee Member, 2024-	-	-

#### **International Hybrid & Virtual Mentorship**

*April 2025-Present:* Mentoring graduate **master's student** from **Vienna University in Ljubljana, Slovenia** in framing her epistemological study in Mad Studies, and she has her advisor's support. She is now **part of the Mad Topics** research corps.

#### **National Hybrid & Virtual Mentorship**

*April 2024-Present:* Mentoring graduate **doctoral student** from **Auburn University** in **evaluation** and **TIG**.

#### **University-Wide Faculty & Student Mentorship, Hybrid**

*March 2025-Present:* Mentoring students from the **Tn Tech Student Government Association (SGA)** to start their own **OCD Tn Chapter**, an official university chapter of the **International OCD Foundation (IOCDF)**, in partnership with Founder Chris Purcell of OCD Tn, LPSW at Nashville OCD & Anxiety Treatment Center in Nashville, Tn.

*January 2025-Present:* Mentoring several first-generation students and Mad Scholars (undergraduate and graduate) in service and research projects related to mental health and in lived experience (e.g., pure natural mentorship).

*January 2025-Present:* Founded, implemented, and direct novel **MAD (Mad-identified & Allies of [invisible] disabilities) Scholars** program, including various graduate and undergraduate students, faculty, and community members who are paid for contributing

**diverse skill sets** to *Mad Topics* and represent all of the colleges.

#### **NATURAL MENTORSHIP ONGOING, INTERNAL & INTERNATIONALLY**

After *Mad Topics* symposia, praxis, and research started making waves, I started reaching out to experts and students in other fields to learn more (sciences, psychology, sociology, etc.), and other departments did the same! In a short period of time (April 2025–Present), **I have developed sustainable partnerships with interdisciplinary faculty and students and have submitted 4 IRBs (student-led), in which many of these students presented their work in conferences;** most of these students are working with me and other faculty throughout the summer and fall on completing various research projects.

For many of these, I hosted weekly or bi-weekly “informal classes” on research methods (quantitative and qualitative), survey best practices, and evaluation. Some highlights from interdisciplinary mentorship in research across campus include the following projects:

1. Mentorship of **PhD student studying AI in Computer Science** on developing surveys to inform LLMs to make AI personas of students for potential AI4AI grant on an AI bot specifically meant to help students. (June 2025–Present; weekly 2-hr. meetings).
2. Mentorship of **Business senior student**, in Business Analyst Praxis for *Mad Topics* and music therapy research (May 2025–Present).
3. Mentorship of **international MA student** (Vienna University, Ljubljana, Slovenia) in Cognitive Science research and incorporating *Mad Studies* into her thesis; invited her to present to *Mad Corps* (April 2025–Present).
4. Mentorship of an **undergraduate Chemistry major senior** in *weekly 1-hour meetings on qualitative research methods and inductive analysis* (she recently presented to two professional conferences) regarding **students’ experiences drawing and learning Lewis Structures in an introductory Chemistry course using different methods.**
5. Mentorship of a **doctoral student in Plant Ecology** on research design for a **true-experimental research study on crop yield and fertilization.**

*August 2023–Present:* **Mentored the faculty members** in various components of research design and dissemination.

#### **Natural Mentorship in Research & Evaluation: CEHS-Wide**

*May 2025–Present:* Mentored masters student at Vienna University in

Ljubljana, Slovenia in incorporating Mad Studies into her thesis on the Cognitive Science of the Obsessive-Compulsive experience. (approx. 5 hrs. work/month).

*June 2025–Present:* Mentored PhD student research (student member of Mad Corps) (approx. 5 hrs. work/week each).

*August 2024–Present:* Mentored EdS student in research and service work, including as a 2025 MT panelist to share her lived experiences with resilience and anxiety (approx. 5 hrs. work/week each).

*August 2024–Present:* Mentored Literacy doctoral student in research and service work (approx. 5 hrs. work/week each).

*August 2023–Present:* Mentored graduate assistants (GA) (n = 2) from Counseling & Psychology (one School Psych and one School Counseling) in research and service work (10-20 hrs. paid work/week each) on top of 20hrs as a GA.

*August 2023–Present:* Mentored international graduate student in publishing her research and learning qualitative and evaluation methods (2-hour weekly check-in meetings, approx. 29 hrs. paid work/week; approx. 5 hours one-on-one mentorship).

*August 2022–Present:* Faculty co-advisor for IMPACT TTU student organization. Offer mentorship and empower students across campus to contribute their skill sets to service in some capacity that they are passionate about.

## **SYNERGISTIC ACTIVITIES**

### **DEVELOPED INSTRUMENTS**

*Behavioral and cultural predictors of depressive and anxiety-related correlates in Computer Science students (2025).* [Digital survey created with student lead in AI PhD program and Doug Talbert, PhD, Computer Science; in progress].

*Measure of depressive and anxiety-related correlates in college students (2025).* [Digital survey created with student lead in Mathematics and Doug Talbert, PhD, Computer Science; high reliability, pre-validated scales, adequate response rate; replicating in fall 2025].

*Measure of perceived effectiveness for Mad Topics events (2024; currently reassessing after 2025).* [Online and paper surveys, able to be modified for specific mental illnesses, for attendees



of Mad symposiums; **high reliability for all scales and overall survey, Cronbach's alpha > 0.9**].

*Measure of perceived effectiveness of an educational event through Freedom School, IMPACT Cookeville, and Putnam County Library (2023).* Assessing perceptions of economically disadvantaged parents on a post-secondary educational event in rural Tennessee. [Online and paper survey instrument for Freedom School parents of at-risk youth; lack of sample at event to distribute].

*Measurement of effectiveness: Engineering Enhancements for Student-Centered Learning @ Tech (ESCL@Te) Initiative (2023).* Assessing students' and faculty's perceptions of ESCL@Te initiative [Online survey instruments and focus group instruments].

*Measures of effectiveness for iNEST Program (2022-2023).* Assessing students' perceptions of learning, networking, and gains in abilities from participating in the iNEST program. [Online survey instruments for iNEST program students].

*Measures of effectiveness for Additive Manufacturing Mobile AMP Program (2022-2023).* Assessing participants' perceptions of learning and abilities in using 3D printers. [Online survey instruments for Mobile AMP participants].

*Needs assessment on behalf of Upper Cumberland Human Resources Agency. (2022).* Assessing Needs of Families in Poverty. [Online Survey for TANF Poverty Grant].

*Needs assessment for Tennessee Technological University. (2021).* Assessing Students' Perceptions on the New Innovation Pavilion Building, [Online Survey for building planning].

#### **INSTITUTIONAL REVIEW BOARD (IRB) PROPOSALS**

*Adoption to Application: Rural Broadband Barriers, Motivations, and Digital Literacy Outcomes (Co-PI with Center for Rural Innovation leadership).* September 2025. (In final revisions to be submitted).

*Campus Mental Health Survey (Co-PI; PI is student).* April 2025. (Accepted for expedited review).

*Graduate CS Education to Align Soft and Technical Skill Development with Industry AI Workforce Needs (Co-PI with Computer Science AI faculty; for research associated with NSF grant proposal).* February 2025. (Accepted for exempt review).

*Beyond the Test: Understanding 3rd Grade Students' Achievement Before and After Implementation of Tennessee's Learning Loss Remediation and Student Acceleration Act (Co-PI; PI is student). October 2024 (Accepted for exempt review).*

*Addressing Societal Perceptions & Stigmas: Outcomes Associated With a Public Panel on Anxiety and Depression in Education. (PI). August 2024. (Accepted for expedited review).*

*Addressing Societal Perceptions & Stigmas: Outcomes Associated With a Public Panel on OCD and ADHD in Education. (PI). August 2024. (Accepted for expedited review).*

*Perceptions of Economically Disadvantaged Parents on a Post-Secondary Educational Event in Rural Tennessee (PI). August 2023. (Accepted for exempt review).*

*Examining Stigmas Towards Obsessive Compulsive Disorder (OCD): Perceptions of Pre-Service Teachers. (PI). May 2023. (Accepted for exempt review).*

*Students' Perceptions of Traditional Versus Growth-Based Grading in Biology Education (Co-PI). December 2022. (Accepted for exempt review).*

*Rural Depopulation, Youth Migration, and Mentorship: Community Leaders' Perspectives (PI). April 2021. (Accepted for exempt review).*

#### **PROFESSIONAL DEVELOPMENT LED:**

1. *September 18th, 2025: Using Qualtrics and Google Forms to develop solid surveys (Kinsey Simone). Tennessee Tech University. [Designed and led a PD for graduate assistants and faculty].*

#### **PROFESSIONAL DEVELOPMENT HOURS & CONTINUOUS EDUCATION UNITS**

1. *August 20, 2025: Unlocking AI's Potential in Data Analysis (Session II) (Professor Axel Kaehne, Edge Hill University Medical School). American Evaluation Association (AEA) [eStudy Course and certificate].*
2. *August 13, 2025: Unlocking AI's Potential in Data Analysis (Session I) (Professor Axel Kaehne, Edge Hill University Medical School). American Evaluation Association (AEA) [eStudy Course and certificate].*
3. *February 13, 2025: The CEDS Ontological Model and the Special Education Data Model (SEDM) (Duane Brown, Rosh Dhanawade, & Greg Nadeau). National Center for Education Statistics (NCES), NCES Data Users Conference: Responding to the "New Normal" [Virtual session].*

4. *February 13, 2025: Equity and inclusion in special education: Insights from Washington State's Legislative Study (Vivian Chen). NCES, NCES Data Users Conference: Responding to the "New Normal" [Virtual session].*
5. *February 12, 2025: Teacher insights and engagement strategies from the High School and Beyond Longitudinal Study of 2022 (HS&B:22) (Sara Carter, Lee Honeycutt, & Colleen Spagnardi). NCES, NCES Data Users Conference: Responding to the "New Normal" [Virtual session].*
6. *February 12, 2025: Shifting landscapes: Examining demographic trends and STEM participation in the era of COVID-19 and generative AI (Sohee Park, Dr. Hala Sun). NCES, NCES Data Users Conference: Responding to the "New Normal" [Virtual session].*
7. *February 11, 2025: Interpreting changes in NAEP scores for demographic groups using a hierarchical Bayesian approach (Brian Gill & Jennifer Starling). NCES, NCES Data Users Conference: Responding to the "New Normal" [Virtual session].*
8. *February 2024: NCES Data Users Conference: Responding to the "New Normal". NCES [Virtual, 3-day conference].*
9. *October 29, 2024: Artificial Intelligence: Large Language Models 101 (Dr. Julie Howard, Tennessee Tech University). College of Education, Tennessee Tech University, Cookeville, TN [In-person AI information hour].*
10. *October 10, 2024: 'Who is afraid of ... AI?' How to use AI in evidence synthesis for evaluations: Advanced AI Techniques and Ethical Considerations (Session II) (Professor Axel Kaehne, Edge Hill University Medical School). American Evaluation Association (AEA) [eStudy Course and certificate].*
11. *October 3, 2024: 'Who is afraid of ... AI?' How to use AI in evidence synthesis for evaluations: Foundations of AI in Evidence Synthesis (Session I) (Professor Axel Kaehne, Edge Hill University Medical School). AEA [eStudy Course and certificate].*
12. *September 2024 What is Data Classification, Office of Information Security, Tennessee Technological University [Training completion and certificate].*
13. *September 2024 New Tools: Artificial Intelligence Scams, Office of Information Security, Tennessee Technological University [Training completion and certificate].*
14. *September 2024 Confessions of a ChatGPT Novice, Office of Information Security, Tennessee Technological University [Training completion and certificate].*
15. *September 2024 Generative AI in Learning and Development (Dr. Terri Horton, Work Futurist). LinkedIn Learning [Course completion and certificate].*
16. *September 2024 Introduction to Artificial Intelligence (Doug Rose, National Association of State Boards of Accountancy). LinkedIn Learning [Course completion and certificate].*

17. *September 2024 Smart Self-Studies: AI Tools for EPP Self-Study Success* (Donna Wake, University of Central Arkansas), Fall 2024 CAEP CON, Arlington, VA.
18. *August 2024 Using AI to Reduce Your Workload*, Center for Innovation in Teaching and Learning, Tennessee Tech University.
19. *October 2023 Equivalence Tests in Evaluation: Statistical Methods for Proving that Groups Don't Differ Meaningfully*, Dr. Steven J. Pierce, American Evaluation Association 2023 Conference
20. *April 2023 Program Planning & Education Symposium*, Dr. Julie Poncelet, Tennessee Tech University
21. *April 2023 Personalized Learning Workshop*, Center for Innovation in Teaching and Learning, Tennessee Tech University
22. *March 2023 Women's Leadership Conference*, Tennessee Tech University
23. *March 2023 Student Organization Advisors Workshop*, Benjamin Stubbs, Tennessee Tech University
24. *November 2022 Sex, Data, and the Material Conditions of Transgender Life: Telling Liberatory Stories Through Evaluation*, Dylan Felt, American Evaluation Association 2022 Conference

## LANGUAGES

Spanish: Advanced

## HONORS/AWARDS

**Simone, K.** (2026). *Grayemeyer award in education for Mad Topics: An international and transformative framework for mental health literacy and inclusive education*. [Nominee]. Grayemeyer Awards. Nominee.

**Simone, K.** (2025). *Faculty teaching award* [Nominated by student]. College of Education & Human Sciences, Tennessee Technological University, Cookeville, TN.

**Simone, K.** (2025). *Early career award*. [Nominee]. American Educational Research Association.

**Simone, K.** (2024). *Faculty service award* [Nominated by college Dean, Awardee]. College of Education & Human Sciences, Tennessee Technological University, Cookeville, TN.

**Simone, K.** (2019). *Best undergraduate research paper*. [Awardee]. Annual Research and Creative Inquiry Day, Tennessee Technological University, Cookeville, TN.

## TEACHING & CURRICULAR DEVELOPMENT

### COURSES TAUGHT

**EDU 7300** *Quantitative Research Design* (PhD course; cumulative third course in research series).

Required doctoral course for students to learn about the quantitative research design, including different types of experimental and non-experimental research designs/models, statistical analysis, and applying analysis to an identified research problem; and develop a research proposal. Students apply content throughout the course to a 3-chapter proposal, which many use for their dissertation.

*CUED 6300 Quantitative Educational Research (master's level research course).*  
*Required masters-level course for students to learn about the quantitative research design, including different types of experimental and non-experimental research designs/models, statistical analysis, and applying analysis to an identified research problem; and develop a research proposal.*

*CUED 6305 Quantitative Prob/Curriculum (master's level research course).*  
Required masters-level course for students to conduct research on problems and issues pertinent to their field of specialization and to apply appropriate research and statistical methodology in the preparation of a final research report.

*FOED-6820 500-Applied Educational Assessment (master's level statistics course).*  
Required masters-level course for students to know the purposes and forms of classroom assessment, identify the relationship of assessment to curriculum and instruction; construct valid and reliable test items; analyze and synthesize test and assessment data for instructional decision-making; and apply correlation and regression methodology to aid in the understanding of relationships between variables in educational settings.

*SCVL 4150/6150*  
*IMPACT Cookeville Service Learning course (graduate and undergraduate, 1-3 credit hours).*  
In this course, students will consider connections between the impact of service learning and culture/community. Students choose one or more main service projects within the community from a provided list of IMPACT Cookeville/IMPACT TTU projects to work on throughout the semester. Students also volunteer at one nonprofit event. Students complete a final project, in which they choose a topic in diversity,

equity, and inclusion (DEI) and create a resource packet, which they will present to the mayor at the end of the semester.

### **COURSES CO-INSTRUCTED**

**EDU 7350** *Advanced Regression Analysis* (Doctoral level advanced research course).  
Advanced statistics/methods course for doctoral students to learn application of statistical software such as IBM SPSS, R, & JASP within various analyses, including linear, logistic, and multinomial regression; factor analysis and path analysis; structural equation modeling; causal inference and panel data methods; categorical data analysis and nonparametric statistical methods; and experimental design.

**EDU 7420** *Quantitative Inquiry in Education II* (Doctoral level required course).  
Required statistics/methods course for doctoral students to learn descriptive and inferential statistical techniques, including advanced theoretical tenets of analysis; computing software for analysis; and appropriateness of various statistical tools such as linear regression, logistic regression, t tests, correlation analysis, factor analysis, and univariate and multivariate analyses of variance.

### **COURSES DEVELOPED**

**2024** *IMPACT Cookeville SVCL 4150 & 6150 (1-3 credit hours).*  
For undergraduate and graduate students to learn about multicultural approaches to learning and being, and especially *serving*, while completing service work on campus and in the community. Students also develop a resource packet to present to the city and county mayors at the end of the semester.

**2023** *Graduate Level Practicum – Learning to Use National Center for Education Statistics (NCES) Data* (Online via iLearn).

### **UNIVERSITY GUEST LECTURES**

**September 2022** *Guest Lecturer on quantitative research methods* in connection to Professional & Technical Communication in English Department course. Henderson Hall.

**2022–2023** *Guest Lecturer on survey design methods* in Exercise Science research methods course. STEM Center.

## **PROFESSIONAL SERVICE**

TIG Chair Elect for the *K-12 Educational Evaluation TIG of the American Evaluation Association*. (2025–2026)

Reviewer (Paid) for *Humanizing Statistics 1e* (Chs. 6–8), Sage Publications. December 2024.

Program Chair for the *K-12 Educational Evaluation TIG of the American Evaluation Association*. (2024–2025)

Grant proposal reviewer for the Rural Reimagined Faculty Grant Program, Tennessee Tech University. Fall 2024.

Reviewer for book titled *Discussions of Inclusive Education within African Contexts*, published by IGI Global. January 2024.

Grant proposal reviewer for the Rural Reimagined Faculty Grant Program, Tennessee Tech University. Fall 2023.

Presentation Judge for Research & Creative Inquiry Day, Tennessee Tech University. April 2023.

Program Chair-Elect for the *K-12 Educational Evaluation TIG of the American Evaluation Association*. (2023–2024.)

Consulting Reviewer for *Social Justice and Culturally-Affirming Education in K-12 Settings* eEditorial Discovery Editorial Review Board. (2022–2023).

Consulting Reviewer for the *International Journal of Whole Schooling* Editorial Review Board. (2021–Present).

Consulting Reviewer for *The SoJo Journal: Educational Foundations and Social Justice Education* Editorial Review Board. (2020–Present).

## **SERVICE & COLLABORATION**

### **UNIVERSITY SERVICE**

*2024–Present*

Annual Research & Creative Inquiry Day Poster Judge.

*2024–Present*

Americans With Disabilities Act (ADA) and Accessibility Advisory Committee, Appointed Member.

*2023–Present*

Rural Reimagined Faculty Grant Program Review Committee, Appointed Member.

*2023-Present*

College of Education CAEP Accreditation Self-Study Report, Appointed Member; developed SSR4 Initial and assisted in developing other standards.

*2022-2024*

College of Education Assessment of Assessments Committee, Appointed Member

*2023-Present*

IMPACT TTU Student Organization, Faculty Co-advisor

*2022-2024*

College of Education Assessment Committee, Appointed Member

*2020-2022*

Intellectual Property Advisory Committee, Appointed Member

*2020-2021*

Graduate Studies Executive Committee, Appointed Member

*Summer 2020*

Computer Science Department ABET Accreditation Self-Study, Reviewer

*2020-2022*

Hybrid COVID-19 Task Force, Appointed Member

*2020-2022*

Student Success COVID-19 Task Force, Appointed Member

*2020-2022*

Student Government Association, Graduate Studies Senator (Elected)

*2019-Present*

Grand Challenge: Rural Reimagined Committee, Member

*2018-2022*

UNIV 1020 Teaching Award of Excellence Selection Committee, Judge

### **PROFESSIONAL INTERNSHIPS**

2019-2020 Tennessee Tech Center for Rural Innovation – Cookeville, TN.  
Attended/ran committee meetings, interviewed and wrote client stories, updated website content, designed flyers,



wrote articles for newsletters and magazines, communicated with students, faculty, and community.

2018 Tennessee Democratic Campaign – Cookeville, TN. Canvassed to candidates, made phone calls to promote candidates, entered data.

#### **ORGANIZATIONS**

2024–Present	<i>American Evaluation Association</i> Educational Evaluation TIG, Chair Elect (past Program Chair, Program Chair-Elect, and Member-at-Large)
2023–2024	<i>American Association of University Professors</i> , Member
2022–Present	<i>IMPACT TTU</i> , Faculty advisor
2020–2022	<i>IMPACT TTU</i> , Vice President
2020–2022	<i>Student Government Association</i> , Graduate Senator
2019–2022	<i>Rural Reimagined Club</i> , Founding President
2017–2018	<i>Alpha Lambda Delta</i> , academic national honors society, Member
2015–2019	Tennessee Technological University <i>Orchestra</i> , Second Chair Cellist
2017–2018	Tennessee Technological University <i>Chorale</i> , alto Singer
2017–2018	Tennessee Technological University <i>Masters Singers</i> , alto singer

#### **COMMUNITY SERVICE**

Fall, 2025	OCDTn – Nashville, TN Walk for OCD (Volunteer)
Summer, 2023	Freedom School – Cookeville, TN Volunteer Reader
Spring, 2023	Park View Elementary School – Cookeville, TN Reader for Read Across America

2016-2018                      Stevens Street Baptist Church – Cookeville, TN  
Volunteer Cellist

2016                              *Cedar Hills Senior Living – Cookeville, TN*  
*Volunteer Cellist*