

Curriculum Vitae
MARTINA GISELLE RAMIREZ, Ph.D.
Dean of Natural Sciences
Professor of Biology
St. Norbert College

<https://www.snc.edu/academics/faculty/martina.ramirez.html>

EDUCATION

1990 Ph.D. Biology, University of California, Santa Cruz.
1981 B.S. Biology, Loyola Marymount University, Los Angeles, CA.

PROFESSIONAL APPOINTMENTS

- **St. Norbert College**, De Pere, WI.
2022- **Dean & Professor of Biology**, Division of Natural Sciences.
- **Loyola Marymount University**, Los Angeles, CA.
2018-2021 **Director**, Center for Teaching Excellence.
2017-2018 **Co-Director**, McNair Scholars Program.
2015-2018 **Special Assistant to the Provost for Technology-Enhanced Learning**.
2014-2015 **Director of Undergraduate Research**.
2011-2021 **Professor**, Department of Biology.
2006-2007 **Interim Chair**, Department of Biology.
2004-2011 **Associate Professor**, Department of Biology.
2003-2009 **William F. McLaughlin Chair**, Department of Biology.
2001-2002 **Kadner-Pitts Chair of Research**, Department of Biology.
1999-2004 **Assistant Professor**, Department of Biology.
- **East Stroudsburg University**, East Stroudsburg, PA.
1998-1999 **Assistant Professor**, Department of Biological Sciences.
- **Denison University**, Granville, OH.
1996-1998 **Assistant Professor**, Department of Biology.
- **Bucknell University**, Lewisburg, PA.
1993-1996 **Assistant Professor**, Department of Biology.
- **Pomona College**, Claremont, CA.
1991-1993 **Lecturer**, Department of Biology (Minority Scholar-in-Residence Program, Consortium for a Strong Minority Presence at Liberal Arts Colleges).
- **University of California, Santa Cruz**, Santa Cruz, CA.
1988-1991 **Biology Instructor**, Academic Excellence Honors Program.
1987-1988 **Graduate Academic Advisor**, Kresge College.
1987-1988 **Research Mentor**, NIH Minority High School Student Research Apprentice Program.
1984, 1987 **Biology Instructor**, Saturday Science Academy, Pajaro Valley Unified School District/Salinas Union High School District/Partnership Program.

RECENT ADMINISTRATIVE APPOINTMENTS & ACCOMPLISHMENTS

Dean - Division of Natural Sciences, St. Norbert College (1/2022 – Current)

- **Introduction of the Natural Sciences Early Career Award** – In January 2022, trustee John Corbett (SNC 1985) made a generous donation resulting in the formation of the first-ever Natural Sciences Endowment. During spring 2022, I worked with the Discipline Coordinators to develop and launch the first spinoff of this endowment, the Natural Sciences Early Career Award. This monetary award recognizes a pre-tenure faculty member in the Division whose work enhances the student academic experience in the sciences. After the review of nominees by the Discipline Coordinators, I selected Dr. Nicholas Mauro (Physics) as the inaugural award winner.
- **Facilitated Creation of a Divisional Strategic Plan** – During summer 2022, I worked with a group of faculty to develop the first-ever Strategic Plan for the Division. This Strategic Plan Task Force analyzed information gathered during a spring brainstorming session involving all Divisional faculty and staff, drafted mission and vision statements, and proposed a detailed structure for the plan. This resulting Strategic Plan reflects the new mission and vision statements, and is complemented by specific actions to build on past success and create the next chapter of science education at St. Norbert College. This draft plan is now being reviewed by the full Division and will be fully adopted by spring 2023, including associated actions needed to enact the plan over time (*aka enabling legislation*).
- **Facilitated Additional Faculty Joining the Division** – Given the number of Biology majors and the number of tenure-track Biology faculty (eight when I arrived), workload issues have been an ongoing problem for which improved staffing was the answer. Thus, during spring 2022, I hired a Physiologist by securing a larger than normal startup package from the Provost. I also added a line by negotiating with the local Norbertine Abbot and the Provost to hire a Norbertine priest who is also a Freshwater Ecologist and an SNC alum. Along with a Plant Ecologist hired prior to my arrival, this resulted in Biology having three new faculty on their team in fall 2022, considerably increasing their ability to train their majors in ways consistent with best-practices in STEM education.
- **Facilitated Curricular Improvement** – This year, I updated the operational plan and memorandum of understanding for the SNC-Bellin College nursing program, and recently helped develop and launch a similar SNC-Bellin partnership concerning the Doctor in Physical Therapy degree. I'm also currently negotiating with the SNC Dean of Humanities to jointly launch a Medical Humanities program, which will be strengthened by the presence of the Medical College of Wisconsin - Green Bay on the SNC campus.
- **Management of New Faculty Orientation & Professional Development Day** – With the approval of the President and Provost, I took over management of New Faculty Orientation and Professional Development Day, given the resignation of the Dean of Faculty Affairs on 6/30/2022. Thereafter, in collaboration with the Dean of Curriculum/Senior Diversity Officer, I led the creation of an agenda for New Faculty Orientation (8/17-18/2022) and populated it with presenters, while also completing the agenda and securing presenters for Professional Development Day (8/19/2022).
- **Leadership in an Element of the College Strategic Plan** – At the invitation of the President and Provost, I chair a Task Force which is planning for the launch of the Center for Teaching, Learning & Norbertine Pedagogy (CTLNB), a key initiative of the Educational Quality pillar of the College's Strategic Plan. Having led the endowed Center for Teaching Excellence at Loyola Marymount University, my charge is to collaboratively develop a vision and programming portfolio for a similarly robust CTLNB, along with a position description for the center director, while also working with College Advancement to secure endowment funding.

Director - Center for Teaching Excellence (CTE), Loyola Marymount University (6/2018 – 5/2021)

- **Fostering Openness in Scope & Programming** – As the seventh director of the CTE during its 20-year existence, my prime goal was to foster an atmosphere of openness and welcome. Indeed, one analogy I commonly used is that the CTE is akin to a Broadway stage for faculty development writ large, and my job was to facilitate the offering of a broad range of Hamilton-quality programming. As such, I actively reached out to a wide range of campus stakeholders who might be able to offer CTE sessions of interest to faculty. During meetings with such individuals/units, I encouraged them to spotlight best practices and outcomes/assessment data during their sessions, while also bringing hands-on and small-group activities into the mix when possible. The fruits of this approach are evident in the robust CTE performance figures during my tenure as director: 154 events in 2018-2019, and over 200 during 2019-2020 and 2020-2021.
- **Introduction of Programming Themes** – Whenever possible, multiple sessions at the CTE were structured around common themes, so as to fully examine or develop the topic at hand. During 2018-2021, key themes were: Teaching with Empathy, Research Support, Mission & Identity, Active Learning, Teaching with Technology, and Who Are Our Students?
- **Improving New Faculty Orientation** – Administratively, the CTE has a role along with other campus units in planning the orientation for new tenure-track faculty (TT-NFO), while it is solely responsible for offering the orientation days for new part-time faculty (PT-NFO). As such, I helped shape the second day of the TT-NFO into one focused on teaching and quick tips for coming up to speed as a faculty member, and which features veteran faculty as interactive panelists and small-group discussion leaders. With the one-day PT-NFO sessions, I again facilitated sharing and connections between veteran and new faculty, but in a compressed format (<https://lmu.box.com/s/6ej3sk7k8ly5dawqcoibsf4mibm3tg6>).
- **Promoting Faculty Learning Communities (FLC)** – The Faculty Learning Communities (FLC) program brings together faculty from diverse disciplines who want to discuss with colleagues ideas about teaching, teaching challenges, and educational research. Since the FLC program only started during 2017-2018, I facilitated the formation of more FLC groups, including ones which included key staff members who are connected with teaching and learning endeavors at LMU, such as librarians. During 2018-2021, nine FLC's were active (The Pedagogy of Argumentation; Motivating Student Engagement in Active & Inductive Learning in the STEM Classroom; Digital Storytelling; Place-Based Community Engagement; Active Learning; Global-Local Initiatives; Technology in the Classroom; Decolonizing the Curriculum; Racism in the Catholic Church).
- **Fostering Online & Hybrid Learning** – When I became CTE Director, the funding which supported the portfolio of technology-enhanced learning (TEL) initiatives I managed for three years came with me to the CTE. Under the management of my Associate Director, this funding along with other sources was used to create an eFaculty Certification Program (<https://academics.lmu.edu/cte/onlinehybridlearning/efacultycertification/>) which has thus far served over 600 faculty and staff, as well as the Faculty Incubator for Innovative Teaching (FIIT) Grants. The FIIT grant awardees go through an all-day workshop, with coverage during the day of the three FIIT grant areas: online & hybrid learning; technology integration for innovative pedagogically grounded teaching practices; and creating/replacing traditional texts with open educational resources (OER).
- **Improving the Part-Time Faculty Distinguished Teaching Award Selection Process** – While the CTE has been managing this award in cooperation with the Committee on Excellence in Teaching (CET) since 2014-2015, the procedures for nominations and applications were overly convoluted. Thus, I clarified and streamlined this protocol for the 2018-2019 award cycle, which resulted in the selection of two winners/year by the CET in 2019, 2020 and 2021.

- **Management** – As Director, I managed a staff of three at the CTE (Associate Director, Faculty Scholar, Graduate Assistant). I also oversaw a budget of ≈ \$185,000 which supported the broad range of CTE activities.

Special Assistant to the Provost for Technology-Enhanced Learning, Loyola Marymount University
(6/2015 – 5/2018)

- **Collaborative Approach** – As the holder of this new position, I led campus efforts concerning the development and teaching of hybrid and online courses and programs, guided by the recommendations of the former Technology-Enhanced Learning Implementation Group (TELIG). In this regard, I facilitated a shared governance atmosphere which entailed working with and making connections among all relevant stake holders campus-wide, ranging from individual faculty, staff, chairs, and deans, to the senior leadership of the Faculty Senate and Information Technology Services.
- **Faculty Development** - Given the challenges involved in online and hybrid teaching, I coordinated a robust set of programs designed to foster idea generation and capabilities development in the area of hybrid and online courses and programs. These were as follows:
 - **TEL Speaker Series** - This series helped faculty explore and understand the possibilities and potential challenges involved in online and hybrid teaching. I identified and invited Speakers from universities that already have considerable experience with online and hybrid teaching, so as to facilitate an honest discussion of the opportunities, challenges, and pitfalls of online and hybrid teaching, and to offer some lessons from their own institutions' experiences.
 - **Hands-On Technology Workshops** – These Workshops were designed to enable faculty to explore and experiment with different technologies, in the hopes of getting faculty interested in teaching with technology. Rather than showcasing what faculty have done and are currently doing with technology, these Workshops allowed faculty not using a specific technology to investigate the pedagogical possibilities offered by it. Each Workshop was led by a Faculty Sponsor, who worked with Academic Technology staff in planning and running the workshop.
 - **Faculty Learning Community on Online Teaching & Learning (FLC)** - This FLC offered a year-long forum for LMU faculty members to discuss the dynamics and challenges of online teaching and learning based on their own experience of taking an online course. The FLC enabled participating faculty members to experience an online course and its pedagogical options and challenges from the student perspective whilst sharing and analyzing their experiences with other FLC members.
 - **Online/Hybrid Course Development Workshops & Grants** - Developed in cooperation with the Center for Teaching Excellence and Academic Technology, these Workshops were hands-on opportunities for faculty members to:
 - Explore and discuss online and hybrid course design, taking into consideration the many particularities of online teaching.
 - Explore and discuss different online and hybrid pedagogies, in particular around how to create an interactive learning environment for students and to design appropriate activities, assignments, and projects for online/hybrid settings.
 - Learn about and try out different technologies.
 - Be inspired by their colleagues' experiences, ideas, and feedback.
 - Work on developing their own ideas for online/hybrid teaching.

These multi-day Workshops took place during the summer and were open to all LMU faculty. Faculty members were asked to come with ideas for specific online/hybrid courses and any materials that they

may have already developed. There were also grants available for faculty to enable them to combine participation in the Workshops with work towards the development of a new online/hybrid course or the transformation of an existing non-online/hybrid course into an online/hybrid modality.

- **Online/Hybrid Program Development Grants** - These \$9000 grants were designed for faculty teams of at least three people who had well-developed ideas for online or hybrid programs at the post-baccalaureate level, either new programs or modifications of existing programs. The grants supported faculty teams as they worked towards the development of a formal program proposal and implementation plan. Work took place during the summer and continued into the fall semester, with a formal program proposal being due to the Academic Planning and Review Committee by January of the following year.
- **Raising the Profile of Technology-Enhanced Learning at LMU** - In order to provide a centralized source of information concerning technology-enhanced learning activities at LMU, I created a stand-alone TEL website in September 2015. This site featured links to fundamental documents which describe LMU's stance on technology enhanced learning, as well as tabs with details for each of the Faculty Development Programs described above. As the 2015-2016 academic year progressed, I populated this site with imagery, as I am also a documentary and nature photographer. My administrative assistant and I regularly included the website link in our communications with the campus community, as well as with those beyond LMU.
- **Management** - I supervised an administrative assistant and oversaw a budget of \approx \$170,000/year which supported the Faculty Development Programs described above.

Director of Undergraduate Research, Loyola Marymount University (1/2014 - 5/2015)

- **Refinement of the Office of Undergraduate Research (OUR)** - Since OUR had only been established in fall 2012, I became its second Director after it had been operational for just three semesters. As such, I worked to expand the scope of OUR's activities, while better managing OUR's three major university-wide initiatives that support undergraduate research at LMU: Summer Undergraduate Research Program (SURP); Undergraduate Research Opportunities Program (UROP, for student engagement during the academic year); and the annual Undergraduate Research Symposium (URS).
- **New Programming for Students and Faculty** - In order to stimulate conversation and interest in the nature of undergraduate engagement in faculty-mentored scholarly and creative work, events for students and faculty featuring panels of research students, as well as student-faculty research teams, were offered in both semesters during 2014-2015. The events for faculty were held at the Center for Teaching Excellence, while those for students were held in social spaces associated with campus residence halls.
- **Inclusion of OUR in New Faculty Orientation** - Due to my long standing participation in the activities of the Office of Faculty Affairs, I arranged to have OUR included in the orientation process for the new faculty cohort for 2014-2015. This took the form of an information table which I staffed at the Campus Resource Fair for new faculty in August 2014, as well as a formal presentation concerning undergraduate engagement in scholarly and creative work which the OUR Associate Director and I gave as part of On-Going New Faculty Orientation in April 2015.
- **Raised the Profile of OUR at LMU** - In order to provide a better source of information concerning opportunities for undergraduates to participate in scholarly and creative work at LMU, I oversaw a major updating of the OUR website in fall 2014. The new site featured attractive images and tabs with details for SURP, UROP and the Undergraduate Research Symposium, as well as tabs devoted to other

undergraduate research conferences and resources for identifying off-campus research opportunities. After the conclusion of SURP 2014, I added a link to a Flickr site featuring images of student posters which had been submitted as an end-of-program requirement option I instituted (<https://www.flickr.com/photos/128252459@N02/>), so as to give future applicants a sense for the range of work conducted by SURP students. I also created an OUR tri-fold brochure for use in publicizing the work of the Office. My Associate Director, administrative assistant and I regularly used the OUR website and brochure in our communications with the campus community, as well as with those beyond LMU.

- **Dissemination of Best Practices at LMU** - Responding to a call by the Council on Undergraduate Research for submissions to the *CUR Quarterly* concerning creative funding strategies for undergraduate research, I partnered with the Director of the Office for Research and Sponsored Projects to gather notable examples of non-traditional approaches being used by LMU faculty to secure funds to support student involvement in research. Working with co-authors from Civil Engineering, Mechanical Engineering, and the Center for the Study of Los Angeles, our manuscript was subsequently prepared, submitted and published (Ramirez et al. 2015).
- **Maximized Student Participation in OUR Initiatives** - During my tenure as Director, OUR achieved record levels of participation in SURP (2014 - 166 students; 2015 - 169 students), as well as in the Undergraduate Research Symposium (2014 - 364 students; 2015 - 331 students).
- **Management** - After my administrative assistant left LMU in May 2014, I quickly reached out to a Biology alumna who had engaged in undergraduate research and encouraged her to apply. Shortly after, she was hired and immediately helped me with the logistics of staging SURP 2014, and then served with OUR until she was hired as a staff person by the Biology Department in April 2015. Along with the Associate Director, we also managed a budget of \approx \$500,000 which supported OUR activities.

RECENT SERVICE & LEADERSHIP

Association of Jesuit Colleges and Universities

Ignatian Colleagues Program, 2018-2020

Great Lakes Regional Student Success Conference

Advisory Board, 2022-

Loyola Marymount University, Los Angeles, California

Academic Technology Committee, 2016-2021

Advisory Board, Office of Faculty Affairs, 2015-2018

Advisory Council, Academic Community of Excellence (ACE), 2009-2014, 2015-2018

Assessment Advisory Committee, 2018-2021

Cabinet Associate for Student Affairs, 2021

Committee on Excellence in Teaching, 2001-2007, 2017-2021

Committee on the Role of Research, Scholarship, and Creative Activity, 2011

Committee on the Status of Women, 2017-2020

College Academic Technology Committee, 2001-2002

Chair, Institutional Animal Care and Use Committee (IACUC), 2012-2016

Chair, Cell/Molecular Faculty Search Committee, 2003-2004

Chair, Ecology Faculty Search Committee, 2001-2002, 2006-2007, 2007-2008, 2017-2018

Chair, Marine Ecologist Search Committee, 2010-2011

Chair, Molecular Faculty Search Committee, 2004-2005

Chair, Physiologist/Vertebrate Biologist Search Committee, 2009-2010
 Community Resource Advisor (for incidents of sexual and interpersonal misconduct), 2016-
 Coordinator, Biology Department Computer Laboratory, 2001-2003
 Coordinator, Biology Department Seminar Series, 2017-2018
 Coordinator, Faculty Incentive Grants Program, 2016-2018
 Faculty Advisor, Beta Beta Beta (National Biological Honor Society), 2002-2009
 Faculty Advisor, Chicanos for Creative Medicine, 1999-2007
 Faculty Advisor, LMU Student Chapter, Society for the Advancement of Chicanos and Native
 Americans in Science, 2008-2015
 Faculty Committee on Mission and Identity, 2016-2019
 Faculty Mentor, McNair Scholars Program, 2013-2019
 Faculty Mentor, Mentoring Assistant Professors Program, 2010-2019
 Faculty Mentor, NSF Robert Noyce Teacher Internship Program, 2013-2014
 Fulbright Faculty Committee, 2015-2019
 Gender Study Task Force, 2015-2018
 Honors Advisory Council (HAC), 2010-2013
 Strategic Plan Implementation Team for Personalized Connections, 2021
 Task Force on Promoting and Incentivizing Faculty to seek External Funding, 2014-2015
 University Research Council (URC), 2012-2018

St. Norbert College

Advisory Board, Cassandra Voss Center, 2022-
 Chair, Teaching & Learning Center Task Force, 2022-
 Committee on Equity, Diversity and Inclusion, 2022-
 Core Curriculum Committee, 2022-
 Faculty Affiliate, Normal Miller Center for Peace, Justice & Public Understanding, 2022-
 Peace & Justice Minor Advisory Committee, 2022-

SCIENTIFIC RESEARCH INTERESTS

- Understanding the pattern, process and conservation significance of genetic variation in non-social spiders.
- Delineating the genetic structure of invertebrate populations which occupy urban areas where the landscape is becoming increasingly fragmented (by humans) with unnegotiable barriers between patches of favorable habitat.
- Understanding the factors which influence mating frequency in spiders.
- Understanding the biomagnification of toxins and their impact on spiders.

EXTRAMURAL GRANTS

- Co-PI, Lilly Fellows Program Mentoring Award (\$12,000): LMU Forming Teacher-Scholars for Mission Program, 2021-2022.
- PI, Ronald E. McNair Post-Baccalaureate Achievement (McNair) Program Grant Award, U.S. Department of Education (\$1.1 million): LMU McNair Scholars Program, 2017-2022.
- Co-PI, NSF-Interdisciplinary Training for Undergraduates in Biological and Mathematical Sciences (UBM) Grant Award (\$239,947): Analysis of Stress in Biological Systems, 2007-2010.
- Co-PI, Science and Engineering Grant Award, W.M. Keck Foundation (\$300,000): Molecular Analysis and Imaging Laboratory (MIM Lab), 2007.

- Co-PI, Merck/AAAS Undergraduate Science Research Program Award (\$120,000): The Effect of Chemical and Biological Pollution on an Urban (Ballona Wetlands) Ecosystem, 2006-2008.
- Co-PI, Licor Genomics Education Matching Fund Award, LI-COR Biosciences (\$100,000): Incorporating DNA Sequencing Technology into the Curriculum, 2005.

SCHOLARLY & CREATIVE WORKS

BOOK

- 2019 *Happier as a Woman: Transforming Friendships, Transforming Lives*. Martina Giselle Ramirez & Alicia Partnoy (Modern Languages, LMU). Cleis Press, New Jersey. ISBN-10: 1627782389; ISBN-13: 978-1627782388

BOOK CHAPTER

- 2022 To New Latinas in STEM: On Mentors, Working with Faculty & the College Experience. Martina Giselle Ramirez. Chapter 38 in: *Indomitable/Indomables: A Multigenre Chicana/Latina Women's Anthology* [editors, Gabriella Gutiérrez y Muhs (Seattle University) & Cristina Herrera (CSU Fresno)]. San Diego State University Press.

PEER REVIEWED ARTICLES (* Undergraduate co-author; ** Masters student co-author)

- 2022 Ramirez, M. G., K. M. Saunders*, A. de Harde*, M. I. Catala*, J. Salas*, A. Zein*, K. Mendez*, C. Okafor*, L. Quesada*, I. Small*, E. Sramaty*, I. Lopez*, D. Moghtader*, S. Seid* & S. Acosta*. Sex differences in phosphoglucomutase genotypes: Evidence of sex-linked inheritance in the woodlouse spider *Dysdera crocata* C. L. Koch, 1838 (Araneae: Dysderidae)? *Journal of Arachnology*, in revision.
- 2022 Ramirez, M., S. Acosta*, K. Andrade*, C. Okafor*, L. Quesada*, I. Small*, E. Sramaty*, M. Berdiago*, M. Strait*, A. Toluie*, M. Castellanos*, P. Margossian*, R. Head*, D. Simon*, G. Lopez*, M. Tamoori*, J. Sevilla*, S. Rosales*, A. Zein*, S. Alfaqaan*, M. Catala*, T. Blanch*, K. Cerda*, A. Alcaraz* & J. Gonzalez*. Evidence for multiple paternity in broods of the trapdoor spider *Bothriocyrtum californicum* (O. P.-Cambridge, 1874) (Araneae, Ctenizidae). *Journal of Arachnology*, in revision.
- 2017 Ramirez, M. G., J. N. Takemoto* & C. M. Oliveri**. Leg loss and fitness in female green lynx spiders *Peucetia viridans* (Araneae, Oxyopidae). *Arachnology* 17: 277-281.
- 2015^c Ramirez, M. G., J. McNicholas, B. Gilbert, J. A. Saez & M. T. Siniawski. Creative funding strategies for undergraduate research at a liberal arts primarily undergraduate institution. *Council on Undergraduate Research Quarterly* 36(2): 5-8.
- 2015^b Carratt, S. A.* & M. G. Ramirez. A preliminary study of *Argiope argentata* as indicators of southern California metal contamination. *Arachnology* 16: 314-318.
- 2015^a Ramirez, M. G., C. M. Oliveri**, D. Mismar*, A. Barsoum* & J. Abdulla*. Spiderling sex ratio and maternal investment in the bolas spider *Mastophora cornigera* (Araneae, Araneidae). *Invertebrate Reproduction and Development* 59: 96-103.
- 2013 Ramirez, M. G., B. V. Cashin, Jr.*, L. J. Ponce*, B. Chi* & P. L. Lum. Genetic diversity among island and mainland populations of the California trapdoor spider *Bothriocyrtum californicum* (Araneae, Ctenizidae). *Arachnology* 16: 1-9.

- 2011 Ramirez, M. G., J. E. B. McCallum, J. M. Landry, V. A. Vallin*, S. A. Fukui*, H. E. Gergus*, J. D. Torres* & C. L. Sy*. Relationships between physiological characteristics and trace metal body burdens of banded garden spiders *Argiope trifasciata* (Araneae, Araneidae). *Ecotoxicology and Environmental Safety* 74: 1081-1088.
- 2010 Ramirez, M. G., A. C. Achekian*, C. R. Coverley*, R. M. Pierce*, S. S. Eiman* & M. M. Wetkowski*. Male remating success and the frequency of copulatory plugs in the green lynx spider *Peucetia viridans* (Araneae, Oxyopidae). *Psyche* 2010: Article ID 602897, 10 pages. doi:10.1155/2010/602897.
- 2009 Ramirez, M. G., E. C. Wight*, V. A. Chirikian*, E. S. Escobedo*, L. K. Quezada*, A. S. Schamberger*, J. A. Kagihara* & C. L. Hoey*. Evidence for multiple paternity in broods of the green lynx spider *Peucetia viridans* (Araneae, Oxyopidae). *Journal of Arachnology* 37: 375-378.
- 2007 Ramirez, M. G., S. S. Eiman*, M. M. Wetkowski*, M. K. Mooers*, M. H. Alvarez*, K. G. Mitchell*, L. A. Ocampo*, S. V. Olvera* & A. S. McGran. Heterozygosity and fitness in a California population of the labyrinth spider *Metepeira ventura* (Araneae, Araneidae). *Invertebrate Biology* 126: 67-73.
- 2004 Ramirez, M. G. & B. Chi*. Cryptic speciation, genetic diversity and gene flow in the California turret spider *Atypoides riversi* (Araneae, Antrodiaetidae). *Biological Journal of the Linnean Society* 82: 27-37.
- 2003 Ramirez, M. G., E. A. Wall* & M. Medina*. Web orientation of the banded garden spider *Argiope trifasciata* (Araneae, Araneidae) in a California coastal population. *Journal of Arachnology* 31: 405-411.
- 2001 Bond, J. E., M. C. Hedin, M. G. Ramirez & B. D. Opell. Deep molecular divergence in the absence of morphological and ecological change in the Californian coastal dune endemic trapdoor spider *Aptostichus simus*. *Molecular Ecology* 10: 899-910.
- 1999^b Ramirez, M. G. & K. E. Haakonsen*. Gene flow among habitat patches on a fragmented landscape in the spider *Argiope trifasciata* (Araneae, Araneidae). *Heredity* 83: 580-585.
- 1999^a Ramirez, M. G. & T. A. Saunders*. Allozyme diversity in non-social spiders: Pattern, process and conservation implications. (Invited review paper). *Journal of Insect Conservation* 3: 327-340.
- 1998 Boulton, A. M.** , M. G. Ramirez & C. P. Blair**. Genetic structure in a coastal dune spider (*Geolycosa pikei*) on Long Island, New York barrier islands. *Biological Journal of the Linnean Society* 64: 69-82.
- 1997 Ramirez, M. G. & J. A. Froehlig. Minimal genetic variation in a coastal dune arthropod: The trapdoor spider *Aptostichus simus* (Cyrtacheniidae). *Conservation Biology* 11: 256-259.
- 1996 Ramirez, M. G. & L. B. Fandino*. Genetic variability and gene flow in *Metepeira ventura* (Araneae, Araneidae). *Journal of Arachnology* 24: 1-8.
- 1995^b Ramirez, M. G. Natural history of the spider genus *Lutica* (Araneae, Zodariidae). *Journal of Arachnology* 23: 111-117.
- 1995^a Ramirez, M. G. & R. D. Beckwitt. Phylogeny and historical biogeography of the spider genus *Lutica* (Araneae, Zodariidae). *Journal of Arachnology* 23: 177-193.

- 1986 Ramirez, M. G. & R. D. Beckwith. Genetic diversity among isolated populations of the California trapdoor spider *Bothriocyrtum californicum* (Mygalomorphae, Ctenizidae). In: *Proceedings of the Ninth International Congress of Arachnology, Panama, 1983*, W. G. Eberhard, Y. D. Lubin & B. C. Robinson (eds.). Smithsonian Institution Press, Washington, D.C. Pp. 95 - 99.
- 1981 Ramirez, M. G. The marine mollusks of Ballona. In: *Biota of the Ballona Region*, R. W. Schreiber (ed.). Los Angeles County Museum of Natural History, Los Angeles, California. Pp. MO1- MO9.

RECENT PRESENTATIONS

- 2021 Invited presenter concerning the *Spartacus Plan*, my use of student involvement in investigative scientific inquiry as a tool for making spider discoveries and diversifying STEM; part of the *Representation Matters* speaker series at Occidental College, CA.
- 2020 Invited presenter concerning how I have used my career to empower and advocate for those at the margins in STEM; part of the speaker series of the Faith-Justice Institute, Saint Joseph's University, PA: <https://sites.sju.edu/faithjustice/klein/klein-past-events/>
- 2020 Invited STEM professional panelist for a TV segment publicizing the McDonalds HACER® National Scholarship Awards for Hispanic students; produced by LATV (Latino-owned TV network): <https://latv.com/watch/mcdonalds-hacer-national-scholarship-virtual-panel/>
- 2019 Invited presenter concerning the transformation of the General Biology Lab course series at Loyola Marymount University into one focused on investigative experiences; part of the speaker series of the Center for Excellence in Teaching, Learning & Scholarship, Springfield College, MA: <https://www.youtube.com/watch?v=VwMimlmo5wk&feature=youtu.be>

TEACHING EXPERIENCE (1999-2021)

Loyola Marymount University

Biology of Spiders
 Comparative Anatomy
 Conservation Biology Seminar
 Conservation Genetics
 DNA, Genes and Biodiversity Evolution
 General Biology I
 General Biology II
 General Biology I Laboratory
 General Biology II Laboratory
 Genetics
 Invertebrate Zoology
 Island Biology
 Spiders: Biology and Mythology (Honors Program)
 Minorities and Women in Science (First Year Seminar)
 Spiders in/and Literature (First Year Seminar) (with Dr. Alicia Partnoy, Modern Languages & Literatures)

St. Norbert College

Minorities and Women in Science (First Year Seminar)