Zachary M. Himmelberger

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Professional Overview

- Experienced educator with awards for both teaching and student advising in higher education
- Strong background in statistics with experience in academic publishing, statistical programming, and survey research
- Built and assessed faculty professional development programs with a focus on fostering inclusive and supportive learning environments
- Skilled in translating data and published research into actionable decisions for academic leaders to drive institutional growth

Work Experience

2023 – Present **Lead Data Science Manager**
2022 – 2023 **Data Manager**
Motivate Lab

- Lead data scientist on grant-funded program to create more inclusive and supportive learning environments in medical education
- Partnered with over 15 institutional research and planning directors or deans to implement surveys and gather student records to support California community colleges with the transition from developmental education to a corequisite model to improve student success in foundational courses and close equity gaps
- Trained in improvement science, which allowed me to lead assessment efforts using quantitative and qualitative data, including developing and implementing focus group protocols with students, faculty, and administrators
- Supported the institutional mission by serving on the Equity Action Steering Committee where I advanced initiatives to promote inclusive and equitable practices within Motivate Lab, lead the Data Team where I guided organizational policy on data management and technology use, and worked to standardize survey measures across projects

2022 – 2023 **Assistant Professor of Psychology**
2017 – 2022 **Lecturer in Psychology**
Maryville College

- Awarded the Outstanding Teacher Award and the Student Organization Advisor of the Year for my role as an educator and mentor
- Actively contributed to institutional research and planning by developing statistical models and offering insights that advanced student and faculty projects, supported grant writing, and curriculum development

- Provided consultation to the Associate Dean, Career Center, faculty, and students on data analysis, statistical programming, and results interpretation, supporting institutional and faculty research initiatives
- Designed and taught courses and workshops in key research areas such as statistics, research methodology, and statistical programming, helping students and faculty build critical research and analytic skills

Sample Project

Resilient Mindsets in Medicine is a collaborative project between Motivate Lab and the American Association of Colleges of Osteopathic Medicine (AACOM) to transform medical education through systems change. The goals of the project are to study medical student well-being and to address the burnout crisis by providing professional development for faculty and staff designed to create more equitable and supportive learning environments.

Primary Responsibilities on Project
- Served as the lead data scientist where I implemented and analyzed system-wide surveys with more than 30,000 students and 500 faculty at medical schools across the United States
- Led research efforts, which have resulted in two peer-reviewed publications and two workshops, three oral presentations, and three poster presentations at national conferences
- Helped design a faculty and staff professional development program that aims to foster a motivationally supportive learning environment for medical students, addressing burnout and promoting student well-being by creating system change
- Conducted more than 20 in-person and virtual focus groups with students, faculty, and administrators to assess and improve the professional development program
- Presented data insights to AACOM leadership and other key stakeholders in medical education to help drive the project mission

Sample Publications from Project

Himmelberger, Z. M., Tibbetts, Y., Barron, K. E., Hulleman, C. S., Harootunian, G., & Speicher, M. R. (2024). How can a Growth Mindset-supportive Learning Environment in Medical School Promote Student Well-being? *Families, Systems, & Health*, *42*(3), 343–354. doi:10.1037/fsh0000915

Tibbetts, Y., **Himmelberger, Z. M.**, Barron, K. E., Speicher, M. R., & Hulleman, C. S. (2024). The Relationships Between Learning Mindsets and Osteopathic Medical Student Psychological Well-being and Ill-being. *JAMA Network Open*, *7*(6), 1-12. doi:10.1001/jamanetworkopen.2024.18090

Education

2018 | **Doctor of Philosophy in Experimental Psychology**, *The University of Alabama*
Emphasis in Cognitive Psychology, Developmental Science, and Statistics

2015 | **Master of Arts in Experimental Psychology**, *The University of Alabama*

2012 | **Bachelor of Arts in Psychology**, *Rivier College*