LESLIE C. KELSO-WINEMILLER

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WFES 244

Dept. of Ecology and Conservation Biology
Texas A&M University
College Station, TX 77843-2258

EDUCATION

PhD	University of Texas-Austin, Zoology	May 1989
BS	University of Texas-Arlington, Biology Graduated Summa Cum Laude (4.0 GPA)	December 1983
	State of Texas Teaching Certification (Lifetime)	May 1984

ACADEMIC POSITIONS

Instructional Associate Professor at Texas A&M University (Department of Ecology and Conservation Biology)	2020-present
Instructional Assistant Professor at Texas A&M University (Department of Biology)	2017-2020
Senior Lecturer at Texas A&M University (Department of Biology)	1996-2017
Lecturer at Texas A&M University (Department of Biology)	1994-1996
Lecturer at University of Tennessee-Knoxville (Department of Biology)	1991-1992
Lecturer at Pellissippi Technical Community College-Knoxville, TN (Department of Biology)	1990-1991
Lecturer at University of Texas-Austin (Department of Zoology)	1990
Research Assistant at University of Texas- Austin (Department of Zoology)	1986-1989
Teaching Assistant at University of Texas- Austin (Department of Zoology)	1984-1986

RECOGNITION FOR TEACHING (ALL STUDENT NOMINATED AWARDS)

Professor Honoree, Texas A&M Corps of Cadets Fall 2016 Faculty Dinner	2016

Exceptional Professor & Mentor Award, Pi Beta Phi Sorority 2013

Professor Honoree, "The Century Scholars Class of 2013" Dinner 2009

Professor Honoree, Chi Omega Sorority Professor Dinner 2006

- All of these recognitions were from current or former student nominations
- Awards were presented at a receptions held at the Corps Dining Hall, Pebble Creek Country Club, University Housing Community Room, and Chi Omega Sorority House

TEACHING IMPACT/STATEMENT

Embarking on my 30th year as an instructor of university level biology courses, I have had both the pleasure and honor of teaching thousands of students. This experience, encompassing both triumphs and challenges, has shifted my focus from the herd to the individual learner. Students enter the classroom with varying majors, educational backgrounds, abilities, cultures, interests, and goals. Some view courses as a means to an end, i.e., a college degree that will lead to a career or admittance to a graduate or professional program. Others are following a life plan established for them at birth by their parents. Then, there are the rare souls that are passionate about the subject or merely the opportunity to learn. It is important for teachers to appreciate these differences among students, engage them as individuals, and strive to meet or exceed their expectations. Occasionally, a teacher has the opportunity to inspire the unwary learner and expand their perception of the world.

Throughout my career, pedagogical trends have shifted multiple times, with recent strategies stressing critical thinking, high-impact learning, flipped classrooms, and "clickers". Over the years, I have adopted several of these approaches in my classes, with some successful outcomes and others only nominally effective. However, when addressing a sea of faces in a university auditorium, there is no substitute for expertise, preparation, and organization. Students cannot be tricked into learning a subject using "bells and whistles" if the instructor does not know the material. Only by having deep knowledge of the subject can the instructor inspire students and help them avoid common pitfalls. I try to avoid using rote definitions and instead emphasize concepts reinforced by real-world examples and personal accounts. I encourage students to make illustrations that help them understand patterns and concepts. I try to impress upon them the importance of expressing ideas in their own writing rather than simply copying what they read or hear. I adhere to a philosophy advocating that students should "roll up their sleeves" and take responsibility for learning by taking advantage of available resources. Obviously, this approach is not embraced uniformly by all students, but with my reinforcement, most end up achieving more than they anticipated. My role in this journey is similar to the lead bird in the V formation of a migrating flock. I take the lead and break the wind resistance, but eventually each bird has to take that front and center position and do their part to complete the trek. Ultimately, each student must be responsible for his/her achievements.

As I guide students on their educational journey, I strive to maintain high academic standards and appropriate rigor in my courses. The greatest compliment I receive on my student course evaluations is "I had to work so hard in this class, but I learned much more than in any of my other classes this semester."

Student Evaluation Comments (selected from 2019-2020 academic terms):
(Average Evaluation Score from last 2 years from maximum of 5 = 4.6+ for non-major course)

19. Dr. Winemiller I was honestly terrified to take this class. I thought college biology, even for non-biology majors would be impossible and boring. But I genuinely have found myself looking forward to coming to your class. Thank you for taking time to explain concepts that are hard and complicated in a way that someone who is not "biology-gifted" can understand. Thank you for taking time in lecture to show us pictures and tell us stories of how the information occurs in real life, it made lectures interesting and fun to learn, not boring like they could have been. I am leaving this class not only with a better understanding of biology, but a true interest in the subject. Thank you for all your hard work and time, it has been a priviledge.

1. Amazing, profound and well-versed Professor with so much knowledge it's admirable how she got to that level of knowledge and enjoys her specialty. You can see her passion every single morning.

12. Dr.Winemiller is a great professor. She understands the material she was teaching and she was able to help us learn and explain the topic in a way that was understanding. Her door was always opened, I was able to talk to her about my grades and anything I did not understand. 10/10 recommend

5. Course material was challenging, but Dr. Winemiller was MORE than qualified to teach the subject. She taught clearly and cared for both the subject and each student's success individually even though there are 300 students.

Unsolicited Canvas LMS Comment from Student in WFSC 484 Internship: (Fall, 2020)

Thank you for being such a considerate professor this semester. I really do appreciate your hands on approach with helping me edit and submit the best papers that I could write. I've been struggling this semester with depression and lack of motivation so I just want to say thank you for being so flexible with submissions and helping me so much. sincerely, [redacted]

TEACHING EXPERIENCE/PRACTICE

Introduction to Wildlife and Fisheries Sciences (WFSC 101) Fall semester 2020
(Face-to-Face and Remotely)

Texas A&M University, Department of Ecology and Conservation Biology

- Developed and taught ***Introduction to Wildlife and Fisheries Sciences***, an undergraduate course with 50 students which focuses on professional opportunities and activities in the areas of wildlife, fisheries, ecological sciences, biodiversity, and conservation biology.
- Students are also exposed to departmental and campus resources that will assist with their collegiate goals including research, internships, resume building, professional writing, and public speaking.

Invertebrate Natural History (WFSC 335) Fall semester 2020
(Synchronously Remote)

Texas A&M University, Department of Ecology and Conservation Biology

- Developed and taught ***Natural History of Invertebrates***, an undergraduate lecture course with 75 students) that surveys invertebrate animal diversity focusing on phylogeny, body patterns, ecology, ethology, zoogeography, anatomy/physiology, and adaptations to the environment.
- Developed online lab session to accompany lecture topics. Prepared power point presentations with images of invertebrate diversity including videos bookmarked at course YouTube website

Ecology and Conservation Biology Internship (WFSC 484) Fall semester 2020
(Online)

Texas A&M University, Department of Ecology and Conservation Biology

- Faculty for WFSC 484 Internship; Advise internship and edit/grade progress report, preliminary outline, preliminary draft of project, and final draft of project report
- Developed Canvas course site with assignment instructions and rubrics

Amazon River Tropical Biology (BIOL/WFSC 462) Spring semesters 2015-2020
(Study Abroad Field Trip)

Texas A&M University, Department of Biology & Dept. of Ecology and Conservation Biology

- I developed and taught ***Amazon River Tropical Biology***, an undergraduate, faculty-led, study abroad course with 20 students per semester, covering the following topics: tropical biology, biogeography, ecology, evolution, biodiversity and cultural diversity
- The ***Amazon River Tropical Biology*** study abroad course epitomizes the meaning of "high impact learning." Within a day's time, students are transported from Texas into the jungle to board a riverboat docked in the Manaus, Brazil, harbor which promptly navigates upstream into the Rio Negro tributary. They awaken the following morning to the sound of macaws squawking in the canopy and howler monkeys calling in the distance. For the next 10 days, a new adventure unfolds every hour as the students encounter the immense wonders of a vast tropical ecosystem. This field trip has served as a springboard for graduate study, research, and professional careers in conservation biology. The experiences and knowledge gained from this course provide talking points for job interviews. Each student walks away from the experience with a greater awareness of not only tropical ecology, but also the culture of Amazonia's human inhabitants.

- During each field trip, we visited villages along the Rio Negro to learn about sustainable agriculture, medicinal plants, schools, churches, and other cultural aspects of these communities.
- I prepared the course content, travel budget, syllabus, student presentation guidelines, and grading rubrics.
- I coordinated international travel for 20 students plus faculty leaders to Manaus, Brazil, for a 10-day, boat-based expedition on the Rio Negro and Amazon River
- I evaluated student research proposals and class presentations and moderated discussions during field trips and classroom sessions.

Zoology (BIOL 107) Fall, Spring semesters August 1997 - May 2020
(Face-to-Face except in Spring 2020)
Texas A&M University, Department of Biology

- Taught ***Zoology***, an undergraduate course averaging 150 students per semester, covering the following topics: cells, cell division, Mendelian genetics, evolution, speciation, phylogeny, animal diversity, form and function
- Developed syllabus, power point presentations, exams, course website, study guide, clicker questions for use with cell phone app/texting
- Created custom lab manual with combination of published and self-authored exercises (2003, 2006, 2009, 2012, 2015, 2018)
- Edited student study guide with combination of published and self-authored questions and exercises
- Coordinated labs with a team of 4-5 teaching assistants and prep staff

Essentials of Biology (BIOL 113) Fall, Spring semesters August 2011 - December 2017
(Face-to-Face)
Texas A&M University, Department of Biology

- Taught ***Essentials of Biology***, an undergraduate course averaging 150 students per semester, covering the following topics: chemistry, macromolecules, cells, energy, photosynthesis, cell respiration, cell reproduction, DNA replication, gene expression, Mendelian genetics, stem cells, evolution, speciation, phylogeny, biodiversity
- Topics were integrated with current biological issues related to definition of life, world hunger, diet/obesity, climate change, genetically modified organisms (GMOs), mutations/cancer, antibiotic resistant bacteria, genetic diseases, stem cells, sustainable "green" developmental, threats to biodiversity
- Developed syllabus, power point presentations, exams, course website, study guide, clicker questions for use with cell phone app/texting
- 2016 – Served on committee for discussion section topic development and created 9 of 12 activity exercises (photosynthesis/cellular respiration role play, anecdotal evidence vs. scientific method data, natural selection simulation using diverse bird beaks to determine foraging fitness, testing enzyme activity in different life forms, comparison/contrast of cell types, a case studying battling antibiotic resistant bacteria, calculating personal carbon footprint)
- Served on advisory committee for lab manual revision

Introductory Biology (BIOL 113/114; currently BIOL 111/112) Fall, Spring 1994 - May 1996
Texas A&M University, Department of Biology

- Taught ***Introductory Biology*** (2 semester sequence; BIOL 113/114), an undergraduate course averaging 300 students per semester, covering the following topics: chemistry, biological molecules, cells, cell division, Mendelian genetics, DNA replication, gene expression (transcription, translation), evolution, speciation, phylogeny, biodiversity, form and function
- Developed syllabus, lectures, exams

Introductory Ecology (RENR 205) Spring semester 1993
Texas A&M University, Department of Wildlife and Fisheries Sciences

- Guest lectured ***Introductory Ecology*** (RENR 205) on several occasions, an undergraduate course averaging 150 students per semester, covering the following topics: nutrient cycling, evolution, physiological ecology, homeostasis, species interactions, ecosystems

Introductory Biology Fall, Spring semester August 1991 – May 1992
University of Tennessee, Department of Biology
Knoxville, TN

- Taught ***Introductory Biology*** (2 semester sequence), an undergraduate course averaging 200 students per semester, covering the following topics: chemistry, biological molecules, cells, cell division, Mendelian genetics, DNA replication, gene expression (transcription, translation), evolution, speciation, phylogeny, biodiversity, form and function
- Developed syllabus, lectures, exams
- Coordinated weekly with lab director and teaching assistants

Introductory Biology Fall, Spring semester August 1990 to May 1991
Pellissippi Technical Community College, Department of Biology
Knoxville, TN

- Taught ***Introductory Biology*** (2 semester sequence), an undergraduate course averaging 30 students per semester, covering the following topics: chemistry, biological molecules, cells, cell division, Mendelian genetics, DNA replication, gene expression (transcription, translation), evolution, speciation, phylogeny, biodiversity, form and function
- Developed syllabus, lectures, exams
- Taught 2 semester sequence of introductory biology labs

Genetics Spring semester 1991
Pellissippi Technical Community College, Department of Biology
Knoxville, TN

- Taught ***Genetics*** (1 semester course), an undergraduate course with 15 students covering the following topics: nucleic acid structure, DNA replication, transcription, translation, Mendelian genetics, regulation of gene expression
- Developed syllabus, lectures, exams

Introductory Biology (BIOL 303)
University of Texas, Department of Zoology, Austin, TX Spring semester 1990
Lecturer

- Taught ***Introductory Biology*** (BIOL 303; Organismal/Form & Function), an undergraduate course averaging 200 students per semester, covering the following topics: biodiversity of prokaryotes, protists, fungi, plants, animals; anatomy, physiology
- Developed syllabus, lectures, exams

Cell Biology September 1984 - May 1986
Genetics
Cellular & Molecular Biology (BIOL 302)
Organisms: Microbes to Man (BIOL 301L)
Ecology, Evolution, & Society (BIOL 303)
University of Texas, Department of Zoology, Austin TX
Teaching Assistant

- Taught discussion sections for ***Cell Biology***, ***Genetics***, & ***Introductory Biology*** (BIOL 302 ***Cellular & Molecular Biology***; BIOL 301L ***Organisms: Microbes to Man***; BIOL 303 ***Ecology, Evolution, & Society***), undergraduate courses averaging 200 students per semester
- Developed discussion section lectures, quizzes, exams
- Guest lectured

PROFESSIONAL SERVICE/SCHOLARSHIP/DEVELOPMENT ACTIVITIES RELATED TO TEACHING AND MENTORING

Transformational Teaching and Learning Conference April 30, 2021
Texas A&M University, Department of Ecology and Conservation Biology

- Proposal for round table discussion with emphasis on active learning submitted and approved
- Prepared power point presentation "Lure, Set the Hook, and Reel Them In" with proposed first-day-of-class activities and discussion questions

Teaching Assistant Workshop January to August 2019
Texas A&M University, Department of Biology

- Designed and organized new Teaching Assistant Workshop, BIOL 697
- Completely reformatted workshop into five days of sessions which included introductory presentations on best practices for teaching (classroom management, delivering good instructions, professionalism), hands-on demonstration of skill mastery, microteaching lab sessions, Title IX, Fire Safety, QPR, and Campus Carry. I

compiled all presentations into a digital notebook on USB drives for all workshop participants. I also completely revised the TA reference manual which was also included on participants' USB drives.

Teaching Assistant Workshop 2009-2019

Texas A&M University, Department of Biology

- Presenter of sessions entitled "Classroom Management in the Lab", "What Makes a Good Lab Experience", and "Presentation Tools"
- Ad hoc TA workshop Committee for session revision

Classroom Engagement Technology 2006-Present

After observing a physiology professor from the TAMU Veterinary School use a classroom set of large "clickers" to engage his class, I organized a workshop for my department to demonstrate the technology. The first system I implemented in 2006 was the Classroom Performance System (CPS) that initially used infrared technology and then radio frequency for signal transmission. I had plexiglass platforms installed in my classroom for the receiving units to capture signals from student hand-held devices. Although this system did not prove to be very reliable, I nonetheless was able to incorporate the technology into the classroom. In 2012, I apparently was the first TAMU professor to adopt cell phones rather than "clickers" for classroom engagement with TopHat. Not only does this technology engage all of the students in classroom participation, it provides attendance data and feedback on student learning with content questions.

Teaching Assistant Mentoring August 1997 to Present

Texas A&M University, Department of Biology

Texas A&M University, Department of Ecology and Conservation Biology

- Mentored ***Zoology***, ***Essentials of Biology,*** and ***Invertebrate Natural History*** Teaching Assistants
- Organized and led TA meeting and weekly TA meetings to discuss format, preparation, and execution of lab exercises
- Assisted TAs with honor code violations, disciplinary issues, special needs students, pedagogical challenges associated with complex issues and controversial topics (e.g, evolution), quiz/test development, classroom management strategies, effective teaching strategies, power point presentation development, and advice regarding work/life balance.

HullaballoU (SCEN 289) Course for Incoming Freshmen July to December 2020

Texas A&M University, Department of Biology

- Attended HullaballoU (SCEN 289) training workshops
- Taught HullaballoU section of 24 students
- Created and shared SCEN 289 curriculum with other instructors (guess the scientists' contributions ice-breaker, healthy vs. unhealthy relationship characteristics involving life-size human cutout, field trips to Evans Library and the Stark Galleries exhibit "What were you wearing?" on the subject of date rape)

McGraw-Hill Symposium and Focus Groups 2000-2002

- Invited to participate in McGraw-Hill Publishers symposia with other biology/zoology instructors from across the country; these symposia included discussion groups and learning workshops related to biology education and textbook revisions
- McGraw-Hill General Biology Symposium, Key West, FL (2002); McGraw-Hill Zoology Focus Group, Austin, TX (2002); McGraw-Hill Zoology Focus Group, Chicago, IL (2000)

Reviewer for Biology Textbooks 2006-2014

- 2011-2016, Reviewer for *Biology for a Changing World*, W. H. Freeman, Publisher
- 2013-2014, Reviewer for *Biology, The Core*, Pearson Publisher
- 2010, Reviewer for *Biology*, 9th ed., McGraw-Hill, Publisher
- 2006, Reviewer for *Life: The Science of Biology*, 8th ed., Sinauer Associates, Inc.
- 2006, Reviewer for *Zoology*, 8th ed., McGraw-Hill, Publisher

Teaching Workshops and Symposia 2004- Present

(I have participated in numerous teaching workshops and symposia related to biology, zoology, and general college best practices. I've listed a few examples.)

- Center for Teaching Excellence Transformational Teaching Symposia (2019)
- Lone Star College Phylogenetics Symposium featuring Dr. Scott Freeman, author of introductory biology text, *Biological Science* (2009)
- Effective University Teaching featuring Dr. John Hogg (2006)
- Large Class Teaching Symposium (2004)
- Fences of Love: How to Effectively Manage Your Class (2004)

ACTIVITIES SUPPORTING STUDENT LEARNING

Faculty Senate 2021-Present
Department of Ecology and Conservation Biology representative

Undergraduate Program Committee 2020-Present
Department of Ecology and Conservation Biology

Awards Committee 2020-Present
Department of Ecology and Conservation Biology

COALS Awards Committee 2020-Present

Academic Colega for Amig@s Mentorship Program Fall semester 2020

- Mentor for student club member majoring in science related field

Aggie Honor Council Faculty Member 2017-Present

- Office that investigates scholastic misconduct
- Serve as Investigator, Hearing Panel Member, and Appeals Cases

Assisted TAMU Undergraduate and Ph.D. Student Research

- Okavango River Basin, Botswana — June 2017
- Lower Amazon, Paraná, and Rio Negro, Brazil — January 2014 to May 2014
- Corcovada National Park, Costa Rica — Summer 2001
- Guanare, Venezuela — May 1997 to August 1997

Presenter for Student Organizations, Public Schools, and Community

- "Biodiversity", TAMU Society for Conservation Biology — 2019
- "Biodiversity – I Really Care, Do You?" TAMU Honors Program Student Council — 2018
- "Amazon River and Rainforest," TAMU Zoological Society, TAMU — 2018
- Science Presentation: "Amazon River", Oakwood Intermediate School — 2017
- Rock Prairie Elementary School STEM night, Electric Fish Demonstration. — 2016
- Interviewee for 5th grade conservation biology career project — 2016
- Greens Prairie Elementary School STEM, Invertebrates Demonstration — 2015
- Greens Prairie Elementary School STEM Electric Fish Demonstration — 2014
- College Station Public Library Summer Reading Program Presentation "The Unbelievable Unusual Life of Underground Animals" — 2013
- College Station Public Library Summer Reading Program Presentation "Ghost Species" — 2012
- Guest Speaker for Zoology Club, "Rio Negro Expedition, Brazil" — 2008
- Guest Speaker for Zoology Club, "Zambia, Africa Research Experience" — 2007
- Science Career Liaison with student at Kinkaid School — 2004
- Enrichment Presentations (Vertebrates)-College Station ISD — 2001-2002
- Presentations on Bats and Owls-College Station ISD — 1998-2001
- Nature Center for Earth Day Celebration (College Station ISD, St. Thomas ELC) — 1996-2005

TAMU Mentoring Up (TAMU MU) Program — 2018-2019

- Faculty Mentor for Rudder High School student
  College of Education & Human Development, Education Leadership Research

RetainU Faculty Mentor — Fall 2017

- College of Science Freshman Biology Scholar's Program
- Paired with three freshmen mentees from under represented demographics

Biology 123 Lab Manual Revision Committee — 2013

- Revised exercises for lab component of Essentials of Biology

Junior National Scholar Day (STEM), Lab Development and Demonstration — 2012

TAMU Summer Honors Invitational Program (SHIP) — Summers of 2005-2010

- Lab development and demonstration for high achieving high school seniors

Interviewee for College of Education Dissertation Research 2010

Lower Division Biology Advisory Committee 2003-2011

- Met with lower division biology director biannually to discuss program direction and areas for improvement

RESEARCH FIELD EXPERIENCE

Siem Reap, Cambodia August 2017
Tonle Sap (RAMSAR wetland)

- Assisted in fish ecology research

Botswana and Namibia
Okavango River and Delta June 2017

- Assisted TAMU PhD student in fish ecology research

Amazon Basin, Brazil
São Benedito River July 2015

- Research conducted for book on peacock bass (*Cichla* species) ecology

Amazon Basin, Brazil January 2014 to May 2014
Lower Amazon, Tapajos, Negro, Tocantins and Paraná rivers

- Assisted TAMU PhD student in fish ecology research, Lower Amazon River and floodplains
- Research for book on peacock bass ecology

Indonesia July 2013
Islands of Borneo, Flores, Rinca and Komodo

- Field trip to document natural history for course content

Nanjing, China
Poyang Lake July 2013

- Assisted with collaborative research between TAMU and Nanchang University

Australia August 2009
Eungella National Park, Townsville, Cairns, Magnetic Island, Great Barrier Reef

- Field trip to document natural history for course content

Corcovado National Park, Costa Rica June 2001

- Co-leader of field trip for NSF UMEB undergraduate students conducting research on tropical ecology

Orinoco Basin, Venezuela May 1997 to August 1997

- Conducted research on fish ecology in rivers and wetlands of the Venezuelan *llanos*

Belize June 1996
- Field trip to document natural history for course content

Nome, Alaska 1990
- Assisted in research on latitudinal gradients in fish community structure

Zambia, Africa May 1989 to December 1989
- Survey of fish assemblages and food web ecology in Upper Zambezi River
- Collection of fish specimens for taxonomy, including descriptions of two new species (*Neolebias lozii, Serranochromis altus*)

University of Texas, Austin, TX June 1986 to May 1989
Research Assistant Department of Zoology
Dissertation: "Regulation of Protein Synthesis During Sea Urchin Early Development"
Advisor: Matthew M. Winkler
- *In vitro* protein synthesis
- Northern/Southern gels
- cDNA library construction
- RNA/DNA isolation
- Isolation and analysis of polyribosomes
- Culturing sea urchin eggs/embryos
- DNA sequencing

PUBLICATIONS

Kelso, L.C. and Winkler, M.M. (1986). Changes in maternal mRNA levels during sea urchin development. *J. Cell Biol.* **103**, 372a.

Winkler, M.M., Grainger, J.L., and Kelso, L.C. (1986). Masked mRNA and protein synthesis in the sea urchin egg. *J. Cell Biol.* **103**, 85a.

Kelso-Winemiller, L. and Winkler, M.M. (1989). A study of maternal mRNA expression during early development: reprogramming protein synthesis for rapid cell cycles. *J. Cell Biol.* **107**, 812a.

Peeler, M.T., Wu, W.F., Kelso-Winemiller, L., Skipper, J.K., and Winkler, M.M. (1989). Sea urchin elongation factor 1-alpha mRNA is a developmentally regulated transcript. *J. Cell Biol.* **109**, 841a.

Skipper, J., Kelso, L.C., and Winkler, M.M. (1989). A rapid method for determining the orientation of poly (A) containing cDNAs. *Nucleic Acids Res.* **17**, 1782.

Kelso-Winemiller, L., Drawbridge, J., and Winkler, M.M. (1989). A new ultracentrifugation technique for analysis and isolation of polysomes. *Nucleic Acid Res.* **17**, 4896.

Kelso-Winemiller, L., Grainger, J.L., Peeler, M.T., and Winkler, M.M. (1990). Reprogramming protein synthesis for rapid cell cycles: A model to explain major patterns of gene expression during early development. *In*: "Developmental Biology" (E. H. Davidson, J. V. Ruderman, and J. W. Posakony, eds.), UCLA Symposia on Molecular and Cellular Biology, Vol.68, pp. 47-59. Wiley-Liss, Inc. New York.

Kelso-Winemiller, L. and Winkler, M.M. (1991). "Unmasking" of stored maternal mRNAs and the activation of protein synthesis at fertilization in sea urchins. *Development* **111**, 623-633.

Peeler, M. T., Kelso-Winemiller, L., Wu, W. F., Skipper, J. K., and Winkler, M. M. (1991). Counterproductive transcriptional and translational regulation of elongation factor 1-α synthesis during early sea urchin development. *Dev. Biol.* **142**, 486-488.

Winemiller, K. O. and Kelso-Winemiller, L. C. (1991). *Serranochromis altus* a new species of piscivorous cichlid from the upper Zambezi. *Copeia* **3**, 675-686.

Kelso-Winemiller, L., Yoon, J. W., Peeler, M. T., and Winkler, M.M. (1993). Sea urchin maternal mRNA classes with distinct regulatory behaviors. *Developmental Genetics* **14,** 397-406.

Winemiller, K.O. and Kelso-Winemiller, L. C. (1993). Predatory response of piranhas to alternative prey. *National Geographic Research* **9**, 344-357.

Winemiller, K.O. and Kelso-Winemiller, L. C. (1993). Description of a new *Neolebias* (Pisces;Distichodontidae) from the Upper Zambezi drainage of Zambia. *Copeia* **1**, 112-116.

Winemiller, K.O. and L.C. Kelso-Winemiller. (1994). Comparative ecology of the African pike, *Hepsetus odoe*, and tigerfish, *Hydrocynus forskahlii*, in the Zambezi River floodplain. *Journal of Fish Biology* **45**, 211-225.

Winemiller, K.O., L.C. Kelso-Winemiller, and A.L. Brenkert. (1995). Ecological and morphological diversification in fluvial cichlid fishes. *Environmental Biology of Fishes* **44**, 235-261. [reprinted in the book: 1995, *Ecomorphology of Fishes*, P. Motta, J. Luckzovich, S. Norton, and K. Liem, editors, Junk, The Hague, The Netherlands].

Winemiller, K.O. and L.C. Kelso-Winemiller. (1996) Comparative ecology of catfishes of the Upper Zambezi River floodplain. *Journal of Fish Biology* **49**, 1043-1061.

Winemiller, K.O. and L.C. Kelso-Winemiller, (2003) Low niche segregation among tilapiine cichlids of the Upper Zambezi River. *Journal of Fish Biology* **63**, 120-128.

Winemiller, Kirk O., Taphorn, Donald C., Kelso-Winemiller, Leslie C., López-Delgado, Edwin O., Keppeler, Friedrich W., & Montaña, Carmen G. (2018). Fish metacommunity structure in Caño Maraca, an important nursery habitat in the Western Llanos of Venezuela. *Neotropical Ichthyology*, *16*(4), e180074.

Winemiller, Kirk O., Kelso-Winemiller, Leslie C., Montaña, Carmen G. (2021) *Peacock Bass: Diversity, Ecology and Conservation,* Academic Elsevier Press.

PROFESSIONAL SERVICE

Faculty Senate Representative	2021-present
ECCB Awards Committee member	2020-present
COALS Awards Committee member	2020-present
Professor of Record/Advisor for INTS 491 student	2014
Science Career Liaison with high school student	2005
Introductory Biology Director Search Committee	2003-2004; 2009
Introductory Biology Committee	2001