

Curriculum Vitae
Teresa G. Borowski, Ph.D.

Department of Psychology
1007 West Harrison St.
University of Illinois at Chicago

Email: borowsk1@uic.edu
Phone: 815-262-0425

Research Interests

Social and emotional learning (SEL); equity; dance; arts education; program evaluation; youth voice; community-based prevention; collaboration.

Education

- 2018 – 2022 Doctoral Candidate, Community and Prevention Research, Department of Psychology, University of Illinois at Chicago
Minor: Statistics, Methods, and Measurement
- 2016 – 2018 Master of the Arts, Community and Prevention Research, Department of Psychology, University of Illinois at Chicago, *summa cum laude*
Advisor: Roger P. Weissberg, Ph.D.
- 2009 – 2012 Bachelor of Science in Psychology, College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign
GPA: 4.0/4.0, *summa cum laude*

Certificates

- 2020 Cultural Competence and Inclusion Certificate, Florida-Caribbean Louis Stokes Regional Center of Excellence
- 2019 Public Engagement: Science through the Arts, Workshop and Field Experience, New York Academy of Sciences
- 2012 LENS Diversity Certificate, University of Illinois at Urbana-Champaign

Research Experience

- 2021 – KSR Social Emotional Learning Lab, Chicago, IL and Vancouver, Canada
Graduate Research Assistant
Principal Investigator: Dr. Kimberly Schonert-Reichl
Activities: Conducted qualitative thematic content analyses; collected student data (virtually) for international studies; reviewed and revised program curricula; designed studies; and created surveys on Qualtrics.
- 2019 – Chicago Arts Partnerships in Education, Chicago, IL
Research Consultant for STEAM Ahead; NIH-funded
Principal Investigator: Dr. Louanne Smolin
Activities: Collaboratively designed research protocols and adapted research plans for COVID. Conducted classroom observations; data entry, coding, scoring, and analysis. Prepared reports for the US Department of Education.
- 2019 – 2020 Emotional ABCs
Evaluation Consultant
Activities: Analyzed national social-emotional competence data to evaluate the Emotional ABCs program.
- 2018 – Music, Action, and Dynamics Lab, University of Illinois at Chicago
Principal Investigator
Supervisor: Dr. Alexander Demos

- Activities: Conceptualized research questions and designed innovative studies using motion capture suits. Trained and mentored undergraduate research assistants to collect and analyze data and present a poster.
- 2018 – 2022 EduMotion, Chicago, IL
 Project Advisor
Activities: Updated program curriculum using an equity lens; supported program assessment and evaluation efforts.
- 2017 – 2018 Chicago Arts Partnerships in Education, Chicago, IL
 Action Research Practicum
 Supervisor: Dr. Katherine Zinsser; Community Contact: Joseph Spielberg
Activities: Designed and executed an evaluation project, improving program attendance and student engagement.
- Graduate Internship Award
Activities: Led student workshops, conducted focus group interviews, analyzed data, collaborated with students and teaching artists in community art-making, presented findings and recommendations to school administration.
- 2015 – 2020 Collaborative for Academic, Social, and Emotional Learning, Chicago, IL
 Research Specialist
 Supervisor: Dr. Roger P. Weissberg
 Work Group to Establish Practical Social-Emotional Competence Assessments of Preschool to High School Students
 Project Lead; Author; Co-Editor
Activities: Wrote and disseminated 20 practice and policy briefs on frameworks, assessment, and equity. Edited weekly blog series on Measuring SEL: Using Data to Inspire Practice. Collaboratively strategized to track and produce grant deliverables and goals.
- Equity Work Group (SEL and Equity, Diversity, and Social Justice)
Activities: Organized and managed planning calls and informative webinars.
- Collaborating States Initiative
Activities: Managed collaborative calls and informative webinars; reviewed state proposals and social-emotional learning state standards; outreach and decision-making.
- 2013 – 2015 Pediatrix Medical Group at Northwestern Memorial Hospital, Chicago, IL
 Hearing Screening Site Coordinator
- 2011 – 2012 Department of Psychology, University of Illinois at Urbana-Champaign
 Research Assistant
 Negotiating Pathways to Adulthood: Social Change and Indigenous Culture in Five Circumpolar Communities; National Science Foundation
 Supervisor: Dr. Michael J. Kral
Activities: Transcribed and coded qualitative interviews; conducted literature reviews; wrote and proofed manuscripts; designed studies.
- 2012 Beckman Institute, University of Illinois at Urbana-Champaign
 Research Assistant
 Fit Kids: An Investigation of Relational Memory and Physical Fitness in Preadolescent Children
 Supervisor: Dr. Neal Cohen; Principal Investigator: Dr. Charles Hillman
Activities: Conducted interviews, intelligence and aptitude tests, and experiments; explained study and debriefed participants; trained new research assistants; data entry and analysis.
- 2012 Infant Cognition Lab, University of Illinois at Urbana-Champaign

Research Assistant

Supervisor: Dr. Renee Baillargeon

Activities: Conducted and ran experiments; recorded and compiled data; and maintained integrity of studies and sets.

Teaching Experience

- 2021 – 2022 Teaching Assistant, PSCH 343: Statistical Methods in Behavioral Science, University of Illinois at Chicago
- 2020 Instructor, PSCH 343: Statistical Methods in Behavioral Science, University of Illinois at Chicago
- 2020 Teaching Assistant, PSCH 321: Developmental Lab, University of Illinois at Chicago. Supervisor: Dr. Emily Blumenthal
- 2019, 2020 Teaching Assistant, PSCH 231: Community Psychology, University of Illinois at Chicago. Supervisor: Dr. Jessica Shaw
- 2018 Instructor, Focus Group Training Workshop. Environment, Development, and Health Research Group, University of Illinois at Chicago. Lab supervisor: Dr. Amanda Roy
- 2015 – 2017 Teaching Assistant, PSCH 424: Social and Emotional Learning: Research, Practice, and Policy, University of Illinois at Chicago. Supervisor: Dr. Roger P. Weissberg

Honors and Awards

- 2020 Graduate Poster Award, Cross-Program Conference, Chicago, IL
- 2019, 2020 Departmental Psychology Undergraduate Research Readiness (PURR) Mentoring Program Award, University of Illinois at Chicago
- 2018 Provost's Graduate Internship Award, University of Illinois at Chicago
- 2012 University Honors (Bronze Tablet; highest award granted to undergraduates for academic excellence – those who rank in the top 3% of their graduating class)
- 2011 Phi Beta Kappa (awarded as a junior, representing the top 1% of their class)
- 2011 Dad's Association Library Award (awarded to top 3 students in each college)
- 2010, 2011 Polish National Alliance Scholarship
- 2009 – 2012 James Scholar Honors, University of Illinois at Urbana-Champaign
- 2009 – 2012 Dean's List, University of Illinois at Urbana-Champaign

Peer-reviewed Journal Articles and Book Chapters

- Borowski, T. G. (2021). How dance promotes the development of social and emotional competence. *Arts Education Policy Review*. DOI: 10.1080/10632913.2021.1961109
- Borowski, T. G. (2017). Multilevel modeling. In A. Demos & C. Salas (Eds.), *A language, not a letter: Learning statistics in R*. <https://ademos.people.uic.edu/Chapter16.html>
- Stack, S., Kral, M. J., & Borowski, T. (2014). Exposure to suicide movies and suicide attempts: A research note. *Sociological Focus*, 47(1), 61-70.

In Preparation

- Borowski, T. G., Carsel, T. S., & Demos, A. P. (Submitted). Jazz hands: Dance instruction, synchrony, and social outcomes. *Journal of Educational Psychology*.
- Borowski, T. G., Allaham, M., Morelli, S., & McKown, C. (In preparation) Social-emotional comprehension and social network position in the early elementary grades: A multi-trait multi-method (MTMM) approach.

Peer-reviewed Practice and Policy Briefs

- Borowski, T., & Blyth, D. A. (2019, August). Guide to reviewing and rating SEL frameworks: An introduction to the descriptive series. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B-Intro.pdf>
- Borowski, T. (2019, August). Character Lab's tripartite taxonomy of character. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.1.pdf>
- Borowski, T. (2019, August). CASEL's framework for systemic social and emotional learning. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.2.pdf>
- Borowski, T. (2019, August). OECD's conceptual framework for the study on social and emotional skills. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.3.pdf>
- Borowski, T. (2019, August). Search Institute's Developmental Assets framework. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.4.pdf>
- Borowski, T. (2019, August). Preparing youth to thrive: Promising practices for social and emotional learning. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.5.pdf>
- Borowski, T. (2019, August). The habits of mind. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.6.pdf>
- Borowski, T. (2019, August). The PEAR Institute's the clover model. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.7.pdf>
- Borowski, T. (2019, August). University of Chicago Consortium on School Research's foundations for young adult success. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.8.pdf>
- Borowski, T. (2019, August). The Battelle for Kids P21 framework for 21st century learning. *Measuring SEL: Using Data to Inspire Practice*. <http://measuringcel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.9.pdf>
- Blyth, D. A., & Borowski, T. (2018, September). Ten criteria for describing and selecting SEL frameworks. *Measuring SEL: Using Data to Inspire Practice*. <https://measuringcel.casel.org/wp-content/uploads/2018/09/Framework-A.3.pdf>
- Blyth, D. A., Jones, S., & Borowski, T. (2018, September). SEL frameworks: What are they and why are they important? *Measuring SEL: Using Data to Inspire Practice*. <https://measuringcel.casel.org/wp-content/uploads/2018/09/Frameworks-A.1.pdf>
- Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018, November). Equity and social and emotional learning: A cultural analysis. *Measuring SEL: Using Data to Inspire Practice*. <https://measuringcel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>

Reports

- Kitil, M. J., Schonert-Reichl, K. A., Whitehead, J., Thursby, K., & Borowski, T. (2021, August 23). Evaluating the feasibility and acceptability of the WE Well-being program in school-aged children: Phase 1 research report. A report prepared for the WE Foundation. Vancouver, B.C.: University of British Columbia.

Conference Presentations and Posters

- Carter, S., Reinhart, I., Borowski, T., Carsel, T., & Demos, A. (April, 2020). *Jazz hands: Delayed and synchronous dance instruction on indicators of prosocial interaction*. Midwestern Psychological Association (MPA). Chicago, IL.

- Borowski, T., Allaham, M., Morelli, S., & McKown, C. (March, 2020). *Social-emotional comprehension and social network position in the early elementary grades: A multi-trait multi-method approach*. Cross-Program Conference. Chicago, IL.
- Reinhart, I., Carter, S., Borowski, T., Carsel, T., & Demos, A. (March, 2020). *Jazz hands: Social and emotional impacts of delayed vs. synchronous dance instruction*. Cross-Program Conference. Chicago, IL.
- Blyth, D., Jones, S., Borowski, T., & McKown, C. (2019, October). *Choosing and using SEL frameworks: Challenges, opportunities, and tools*. Session at SEL Exchange. Chicago, IL.
- Borowski, T. G. (2019, June). *Social-emotional competence and social network position in early elementary grades*. Poster at the Society for Community Research and Action (SCRA) Conference. Chicago, IL.
- Borowski, T. G. (2019, April). *Relationships among Student Social-Emotional Competence, Academic Performance, and Attendance*. Poster at Midwestern Psychological Association (MPA) Conference. Chicago, IL.
- Borowski, T. G. (2018, October). *Dancing to success: How dance can be used to promote social-emotional competence*. Oral presentation at the 42nd Annual Midwest Ecological (ECO) Conference (affiliated with the Society for Community Research and Action), Chicago, IL.
- Holtzman, C. S., Jason, L. A., Becroft, C., Greeson, M., Glantsman, O., McMahon, S., Hall, T., Aase, D., Fromm-Reed, S., Kent, J., Majer, J., & Borowski, T. (2018, April). *Community psychology: A discussion about graduate school and career opportunities*. Roundtable discussion presented at the 90th Annual Convention of the Midwestern Psychological Association, Affiliated meeting of the Society for Community Research and Action, Chicago, IL.
- Allaham, M. M., Borowski, T., Morelli, S., & McKown, C. (2018). *Social-emotional competence in children correlates with centrality and embeddedness in classrooms*. CompleNet'18.
- Borowski, T. G. (2017, March). *National collaboration: Assessment work group*. Cross-Program Conference at the University of Illinois at Chicago.
- Borowski, T. G. (2012, May). *Culturally responsive interventions for marginalized youth: Chair and introductory comments*. Panel at the International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign.
- Borowski, T. G. (2012, May). *Global ethnography: Chair and introductory comments*. Panel at the International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign.
- Borowski, T. G. (2012, May). *Insider views of research methods: Chair and introductory comments*. Panel at the International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign.

Invited Lectures and Webinars

- Borowski, T. G. (2022, April). *Transformative social and emotional learning and teacher praxis*. Seminar in Community and Prevention Research, Department of Psychology, University of Illinois at Chicago.
- Borowski, T. G. (2021, April). *Teacher characteristics and program implementation: Examining a year of social-emotional learning*. Developmental and Aging Neuroscience Education (DANE) Laboratory, Department of Education, University of Delaware.
- Strickland, T., & Borowski, T. G. (2021, February). *An introduction to R programming*. Online Webinar Workshop. Psychology Undergraduate Research Readiness (PURR) Program. Department of Psychology, University of Illinois at Chicago.
- Borowski, T. G. (2021, February). *The relationship between teacher conceptualizations of social-emotional learning and program implementation*. Seminar in Community and Prevention Research, Department of Psychology, University of Illinois at Chicago.
- Blyth, D. A., & Borowski, T. G. (2019, February). *Framing SEL: From reviewing, selecting and aligning frameworks to using them in your SEL efforts*. Online Webinar. Assessment Work Group.
- Borowski, T. G. (2018, November). *Esperanza, comunidad, y cultura: Building community through art-making*. Seminar in Community and Prevention Research. University of Illinois at Chicago.

- Borowski, T. G. (2018, May). *Relationships among student social-emotional learning, academic performance, and attendance: Examining differences by race/ethnicity*. Research Team Meeting. Collaborative for Academic, Social, and Emotional Learning (CASEL). Chicago, IL.
- Borowski, T. G. (2018, April). *Practicum experiences at the Chicago Arts Partnerships in Education*. Seminar in Community and Prevention Research. University of Illinois at Chicago.
- Borowski, T. G. (2018, February). *Relationships among student social-emotional learning, academic performance, and attendance: Examining differences by race/ethnicity*. Seminar in Community and Prevention Research. University of Illinois at Chicago.
- Borowski, T. G., & Taylor, J. J. (2017, November). *SEL Assessment*. Social and Emotional Learning: Theory, Research, and Practice. University of Illinois at Chicago.
- Borowski, T. G., & Taylor, J. J. (2016, November). *SEL Assessment*. Social and Emotional Learning: Theory, Research, and Practice. University of Illinois at Chicago.
- Borowski, T. G. (2016, August). *Past research experience and future directions*. Seminar in Community and Prevention Research. University of Illinois at Chicago.
- Borowski, T. G., & Taylor, J. J. (2015, November). *SEL Assessment*. Social and Emotional Learning: Theory, Research, and Practice. University of Illinois at Chicago.

Graduate Student Organizations and Service

- 2021 – Psychology Undergraduate Research Readiness (PURR) Program, Planning committee
- 2020 – Good Trouble Coalition, Founding member
- 2018 – 2019 Society for Community Research and Action, Biennial Conference, Reviewer
- 2018 Midwest ECO Conference, Planning committee
- 2017 – 2018 Integrative Psychology Graduate Consortium, Cross-Program Conference Committee, Treasurer
- 2017 – 2018 Students in Science Policy
- 2016 – Diversity Advancement Committee – Student Advisory Board (DAC-SAB)

Professional Memberships

- American Educational Research Association
- Chicagoland Evaluation Association
- Midwestern Psychological Association
- Phi Beta Kappa Society
- Society for Community Research and Action

Consultation

- 2020 – 2021 The Flavor Continues, Consultant
Advised on SEL, SEL assessment, dance, and program design and evaluation. (Contact: Jinyi Duan, Co-Founder and Executive Director)
- 2020 Emotional ABCs, Consultant
Program evaluation. (Contact: Ross Brodie, CEO)
- 2018 – EduMotion, Project Advisor
Provided guidance around dance and SEL programming, assessment, evaluation, and curriculum design. (Contact: Margot Toppen, CEO)
- 2019 US Congress Policy Briefing, Consultant
Prepared research on dance, arts education, and benefits to students. (Contact: Melinda Wilson, Dance Artistic Director and Teacher)
- 2018 Chicago Arts Partnerships in Education, Research Consultant
Program evaluation planning. (Contact: Joseph Spielberg, Associate Director of Education, Community Programs, and Research)
- 2017 Children’s Art Association, Consultant

- 2017
Advised on pilot project examining how art can add value to SEL and the impact of the program on public school children in rural India. (Contact: Tanvi Jadwani, Founder)
Burke Foundation, Consultant
- 2017
Provided research and guidance on arts and SEL work. (Contact: Natasha Turkmani, Research Fellow, and Atiya Weiss, Executive Director.)
Urban Prairie Waldorf School, Consultant
Classroom observations, visit, and meetings with staff to discuss social-emotional learning strategies. (Contact: Candace Choma, Educational Support Coordinator)