

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Behar-Horenstein Linda S.

eRA COMMONS USER NAME (credential, e.g., agency login): lsbhoren

POSITION TITLE: Distinguished Teaching Scholar & Professor

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Lawrence University, Appleton, Wisconsin	B.A.	05/1977	Psychology
University of Roosevelt, Chicago, Illinois	M.A.	12/1985	Guidance & Counseling
Loyola University Chicago, Chicago, IL	Ph.D.	05/1992	Curriculum & Instruction

**A. Personal Statement**

I am an accomplished evaluator with experience as the lead evaluator for the UF-FAMU-USC CaRE2 Health Equity Center Program (U54), lead evaluator for the NCI ReTool-C (R25), former CTSI Director of Educational Development & Evaluation (U54) and Co-Director of the HRSA Dental Faculty Development Program and lead evaluator for numerous funded T32 grants at the University of Florida. In this role, I have assessed translational and URM scholar experience in team science and created pedagogical opportunities designed to foster pre-doctoral, postdoctoral and faculty growth in teaching, educational research, and assessment. My research initiatives encompass faculty development, cultural competency, and the assessment of behavioral, cognitive, and attitudinal change. I have more than 183 publications. My grant funded evaluation plans have resulted in considerable scholarly dissemination. Since 2000, I have co-authored 62 publications with dental faculty to inform curriculum revisions and faculty changes. These studies have focused on the validation of a cultural competency scale; assessment of dental student and faculty cultural competency; the impact of small group case-based learning on faculty; assessing dental and dental hygiene faculty needs; and measuring ethical decision-making competencies and racialized stereotypes among dental faculty and dental students. I have 15 publications related to CSTI educational outcome inquires; 12 veterinary medicine publications related to interprofessional education, faculty needs, student preparation for clinic work, and readiness for practice; and 6 pharmacy publications related to faculty needs, instrument development, and cancer research training.

**B. Positions and Honors**

**Positions and Employment**

Summers 1992, 1993 Visiting Professor, Chicago Consortium of Universities and Colleges, Chicago, IL  
 1992-1997 Assistant Professor, Department of Education Leadership, University of Florida, Gainesville, FL  
 1997-2004 Associate Professor, Tenured, College of Education, Department of Educational Leadership, Policy and Foundations, University of Florida, Gainesville, FL  
 Summer, 1998 Associate Professor, University of Florida, College of Dentistry, Gainesville, FL  
 2003-2004 Affiliate Associate Professor, University of Florida, College of Dentistry, Department of Operative Dentistry, Gainesville, FL

2004-2006	Professor, University of Florida, College of Education, Department of Educational Leadership, Gainesville, FL
2004-2008	Affiliate Professor, University of Florida, College of Dentistry, Department of Operative Dentistry, Gainesville, FL
2006-present	Distinguished Teaching Scholar and Professor, University of Florida, College of Education, School of Human Development and Organizational Studies, Gainesville, FL
2008-present	Affiliate Professor, University of Florida, College of Dentistry, Department of Community Dentistry and Behavioral Science, Gainesville, FL
2014-2017	Affiliate Professor, Office of Student Instruction, University of Florida, College of Veterinary Medicine, Gainesville, FL
2015-present	Affiliate Professor, University of Florida, College of Pharmacy, Gainesville, FL
2015-present	Director, CTSI, Educational Development and Evaluation, University of Florida, Gainesville, FL
2019-present	Professor Emerita, University of Florida, Gainesville, FL
2019 -	Co-Lead for Partnerships to Advance Cancer Health Equity ( <i>PACHE</i> ) Evaluator Group.
2018-present	Visiting Scholar. National Center for Bioethics in Research & Health Care. Tuskegee University

### **Other Experience and Professional Memberships**

1992-present	Member, University Council of Educational Administration
1992-present	Member, American Educational Research Administration
1995-2013	Member, Professor of Curriculum
2000-present	Member, American Dental Education Association
2008-present	Certified Executive Leader Program Facilitator
2008-present	Co-PI, HRSA Faculty Development Grant University of Florida, College of Dentistry, Department of Community Dentistry and Behavioral Science, Gainesville, FL
2012-2013	Chair, Section on Educational Research Development/Curriculum, American Dental Education Association
2012-2014	Chair, UF Academy of Distinguished Teaching Scholars 2013-2014
2012-present	Member, Association for Informal Logic and Critical Thinking
2015	Member, Division I American Education Research Association Conference, Outstanding Publications Committee

### **Honors**

1996	Teaching Improvement Award, University of Florida
2005-2006	Dissertation Advisory/Mentor Award, University of Florida
2006-2009	Academy of Distinguished Teaching Scholars, University of Florida
2009-2010	Graduate Teacher of the Year, College of Education, University of Florida
2011	Scholarship of Engagement Award, College of Education, University of Florida
2011	Sustained Performance Pay Award from the University of Florida

### **C. Contributions to Science**

1. My research agenda focuses on the interactions between pedagogy and outcomes with the aim of showing how faculty development initiatives lead to change in knowledge, skills and instructional practices among health science faculty. While mapping new territory, these studies have utilized observations, teaching methodologies, and outcome measures to assess how instructional practice can and do change. Study findings show discernible changes in instructional practices aimed at developing students' critical thinking skills one year after an initial exposure to teaching strategies. These studies represent significant contributions to the literature on adult learning and faculty development in higher education.

- a. **Behar-Horenstein LS**, Feng X, Prikhidko A, Su Y, Kuang H, Fillingim RB. (2019). Assessing mentor academy program effectiveness using mixed methods. *Mentoring & Tutoring: Partnership in Learning* 2019; 27(1):109-125. <https://doi.org/10.1080/13611267.2019.1586305>

- b. **Behar-Horenstein LS**, Catalanotto FA, Nascimento MM. Perceptions of anticipated and actual implementation among dental faculty trained in case-based learning. *Journal of Dental Education* 2015; 79(9):1049-1060.
    - c. **Behar-Horenstein LS**, Garvan CW, Catalanotto FA, Hudson-Vassell, C. The role of needs assessment for faculty development initiatives *Journal of Faculty Development* 2104; 8(2):75-86.
    - d. **Behar-Horenstein LS**, Roberts KW, Zafar MA. Dental school student and faculty perspectives about changing to comprehensive patient-care clinic management. *Journal of Healthcare Communication* 2012;5(1):40-50.
  2. A second strand of my research program, uses quantitative and qualitative research methodologies to show how teaching, broadly defined as interactions in varied settings, leads to new knowledge and promotes insight about the effectiveness of instruction.
    - a. **Behar-Horenstein LS**, Zhang H. Clinical translational students' perceptions of research ethics coursework: a case study. *Qualitative Research in Medicine and Healthcare. Qualitative Research in Medicine & Healthcare* 2019; 3:15-24 <https://doi.org/10.4081/qrmh.2019.7943>
    - b. Conner BJ, **Behar-Horenstein LS**, Su Y. Comparison of Two Clinical Teaching Models for Veterinary Emergency and Critical Care Instruction. *J Vet Med Educ.* 2016 Spring;43(1):58-63. doi: 10.3138/jvme.0415-069R1. Epub 2016 Jan 11. PubMed PMID: 26751912.
    - c. Estrada AH, **Behar-Horenstein L**, Estrada DJ, Black E, Kwiatkowski A, Bzoch A, Blue A. Incorporating Inter-Professional Education into a Veterinary Medical Curriculum. *J Vet Med Educ.* Fall 2016;43(3):275-81. doi: 10.3138/jvme.0715-121R. Epub 2016 Apr 13. PubMed PMID: 27075273.
    - d. Spencer T, **Behar-Horenstein LS**, Alber JM, Bennett SL, DeMoro R, Dolce J, Richmond K, Carter H. In their own words: graduate student experiences with compassion fatigue in shelter medicine. *IOSR Journal of Agriculture and Veterinary Science (IOSR-JAVS)* 2016;9(5)38-55.
  3. A third strand of my research program focuses on cultural and moral beliefs, and educational outcomes. Evidence-based studies of cultural beliefs among students and faculty in the health professions are historically lacking yet are essential to the training of pre-doctoral dental students. My work resulted in the development and validation of the first psychometrically sound instrument that measures oral healthcare providers' cultural-centered knowledge, practice, and efficacy of assessment, the development of short version of the same scale. Findings show how reflective writing and interview promote change in students' cultural competency beliefs.
    - a. Yu S, **Behar-Horenstein LS**. (2018) Using Rasch Partial Credit Model to Assess the Psychometric Properties of KEPI among Dental Students. *Journal of Dental Education* 2018;82(10):1105-1114.
    - b. Garvan GJ, Garvan CW, **Behar-Horenstein LS**. Developing and Testing the Short-Form Knowledge, Efficacy, and Practices Instrument for Assessing Cultural Competence. *J Dent Educ.* 2016 Oct;80(10):1245-1252. PubMed PMID: 27694299.
    - c. **Behar-Horenstein LS**, Garvan CW. Relationships Among the Knowledge, Efficacy, and Practices Instrument, Color-Blind Racial Attitudes Scale, Deamonte Driver Survey, and Defining Issues Test 2. *J Dent Educ.* 2016 Mar;80(3):355-64. PubMed PMID: 26933112.
    - d. Behar-Horenstein LS, Feng X, Roberts KW, Gibbs M., Catalanotto FA, Hudson-Vassell, CN. Serving the underserved: developing cultural competence among dental students. *Journal of Dental Education* 2015;79(10):1189-1200.
  4. Another strand of my research program focuses on instruction and the development of critical thinking. Recent studies explored the impact of instruction on improving critical thinking in undergraduate, graduate, and professional students. Our meta-analytical study explored whether instructional interventions influenced college students' critical thinking skills. Another study explored the relationships between critical thinking skills measurements, critical thinking skills instruction and changes in student critical thinking skills.
    - a. **Behar-Horenstein LS**. Dental education and making a commitment to the teaching of critical thought. *Critical Inquiry* 2014;29(3):27-38.
    - b. Niu L, **Behar-Horenstein LS**, Garvan CW. Do instructional interventions influence college students' critical thinking skills? A meta-analysis. *Educational Research Review* 2013; <http://dx.doi.org/10.1016/j.edurev.2012.12.002>

- c. **Behar-Horenstein LS**, Niu L. Teaching critical thinking skills in higher education: A review of the literature. *Journal of College Teaching and Learning* 2011;8(2): 25-42.
- d. **Behar-Horenstein LS**, Dolan TA, Courts FJ, Mitchell GS. Cultivating critical thinking in the clinical learning environment. *J Dent Educ.* 2000 Aug;64(8):610-5. PubMed PMID: 10972508.

**Complete List of Published Work in MyBibliography:**

<http://www.ncbi.nlm.nih.gov/sites/myncbi/1pGaZUiRwwC5N/bibliography/47743774/public/?sort=date&direction=ascending>.

**D. Additional Information: Research Support and/or Scholastic Performance**

**Ongoing Research Support**

1U54CA233444-01      F. Odedina F.      9/18-8/23  
NCI

Florida-California Cancer Research, Education and Engagement (CaRE<sup>2</sup>) Health Equity Center      .18 FTE  
This center brings Florida A&M University the University of Florida Cancer Center, and the University of Southern California Norris Comprehensive Cancer Center together to utilize the uniquely rich populations of Blacks and Latinos in both Florida and California, who have the highest cancer incidence and mortality, to facilitate the study of cancer disparities in these heterogeneous populations. The scientific focus is translational disparities research among heterogeneous minority populations focusing on high mortality cancers to address the urgent need to develop a cadre of racially and ethnically diverse, well-trained URM scientists toward: **(1)** increasing the capacity for conducting cutting-edge cancer translational research to advance understanding of the biological underpinning of cancer disparities; and **(2)** designing and delivering culturally appropriate cancer prevention, screening, and treatment interventions to eliminate disparities in these populations. The center combines cutting-edge expertise in and resources for translational research, cancer research training and education, innovative community initiatives, and process and outcome evaluation for reducing cancer disparities among Black and Latino subpopulations to focus on studying relevant issues and serving the needs of: (1) Black subpopulations, including American-born, African-born and Caribbean-born Blacks; and (2) Latino subpopulations including Mexican-Americans, Caribbean Latinos, Central and South Americans.  
Role: PI, Planning & Evaluation Core

R25CA214225.      F. Odedina (PI).      09/21/17-08/31/22.  
NCI

Florida Cancer (C) ReTOOL Program for Underrepresented Minority Students.      .05 FTE  
The primary objective of this R25 grant to augment and sustain an existing cancer research training program that creates opportunities and promotes careers in oncology for URMs through the Comprehensive Research Training Opportunities for Outstanding Leaders (C-ReTOOL) Program. The aim of this grant is to train a cadre of racially and ethnically diverse, well-trained scientists focused on cancer research who will: (1) increase the capacity for scientific research among underserved populations; (2) address cultural appropriateness of the conceptualization, design, and implementation of research ideas; (3) effectively and respectfully deliver healthcare interventions for diverse populations; and (4) eliminate cancer health disparities.  
Role: Investigator

UL1TR001427      Nelson (PI)      08/15/15-03/31/19  
NIH

Together: Transforming and Translating Discovery to Improve Health      .55FTE  
The aim of the CTSI was to expand access to its resources and continue to hone its operations while launching new initiatives to generate new methods, tools, and processes for translational science while drawing on UF's inter-professional and team-based learning, network science, molecular medicine, implementation science, informatics, community engagement and communication by: (1) charting new pathways for developing the translational workforce, (2) embedding translational science throughout UF's learning health system to support a continuous cycle of inquiry, innovation, and implementation, (3) expanding statewide collaborations and opportunities to advance a participant-centered research agenda that reflects Florida's health priorities and diversity, and (4) accelerating the collective impact of the CTSA network.

Role: Investigator

**Completed Research Support**

D86HP24477-01-00 Catalanotto (PI) 2012-06/30/18  
Human Resources Service Administration .25FTE  
Faculty Development Supporting Academic Dental Institution Curriculum for 21st Century  
The grants aim were to plan implement and evaluate a variety of faculty development programs to better support the implementation of a newly revised predoctoral dental school curriculum, as well as educational activities in primary care pediatric, public health and general dentistry educational programs, and four dental hygiene education programs to: (1) assess pre- and post-test changes in teaching pedagogy and cultural competence; (2) determine the impact of faculty development activities on participant's awareness of teaching and assessment strategies, and educational research skills; (3) measure participant satisfaction of faculty development offerings and; (4) provide insight about what changes might be needed to the promote effective delivery and of faculty development initiatives.  
Role: Co-PI

D85HP20030 Catalanotto (PI) 2012-06/30/15  
Human Resources Service Administration .25FTE  
Enhancement of predoctoral dental education at UF to meet oral health needs of diverse populations.  
The aim of this grant was to plan, implement, and evaluate curricular changes in the predoctoral general dental educational program at the University of Florida College of Dentistry (UFCD), enhance the ability of graduates to meet the oral health care needs of an increasingly diverse, economically needy and dentally underserved population, and increase the sense of cultural competency and ethical sensitivity of graduating dentists by better equipping them to deal with a more diverse patient population. We created the first measure to assess changes in student and faculty cultural competency among oral health providers.  
Role: Investigator

DG-12-81 Behar-Horenstein (PI) 06/12-06/13  
American Institute of Research  
Choosing a STEM Major in College: Family Socioeconomic Status, Individual, and Institutional Factors  
Promoting STEM enrollment in higher education has been a focus of national educational research and practice, yet little is known about the factors that impact students' decision making in STEM enrollment. The NCES Education Longitudinal Study of 2002 (ELS: 2002) and Integrated Postsecondary Education Data System (IPEDS) along with the NSF/NIH Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS) were used to determine if students' decision of STEM enrollment in college differed by family SES.

Behar-Horenstein (PI) 05/11-05/12  
American Dental Education Association  
Assessing Researchers' Awareness of Epistemologies and Methods: A Review of JDE Publications from 2001-2010. The aim of this grant was to systematically explore researchers' evidence for using epistemologies and methodologies in studies *Journal of Dental Education (JDE)* 2001 to 2010 publications, and to provide a descriptive overview of the research elements of studies that were grounded by theory, and by determining if the research elements of those studies were aligned.