# Svetlana Shchyhelskaya Chesser

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**ACADEMIC POSITIONS**

August 2018-present Assistant Clinical Professor of Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University

2014 - July 2018Lecturer, Department of Psychology, University of Tennessee at Chattanooga

1998 – 2000 Lecturer of Criminal Law and Criminology International Institute of Labor and Social Relations, Vitebsk Branch, Belarus

# K-12 TEACHING EXPERIENCE

2007-2014 Science Teacher, Stanhope Elmore High School, Millbrook, Alabama

2004-2007 Science Teacher, Millbrook Junior-High School, Millbrook, Alabama

**OTHER WORK EXPERIENCE**

1994-1998 Office of the Attorney General, Criminal Appeals Division, Vitebsk, Belarus

1989-1994 Vitebsk Police Department,School Resource Officer, Criminal Investigator**,** Vitebsk, Belarus

**EDUCATION**

2013 Ph. D. Educational Psychology

Auburn University, Auburn, Alabama, USA

Dissertation: *Cortisol response to the presence of* *same and opposite sex individuals in various social* *environments.*

1997 Specialist in Law (Jurist)

Academy of the Ministry of Internal Affairs of the Republic of Belarus

Minsk, Belarus

1987 B.S., M.S. Biology and Chemistry

Vitebskiy Gosudarstvennyy Universitet Imeni P.M. Masherova

Vitebsk, Belarus

Shift in the career path from jurist followed my immigration to the United States in 2000.

After acquiring Alabama teaching certificate in 2003, I became a high school science teacher and in 2009 started my Ph.D. study at Auburn University while continuing teaching high school advanced science courses. Following my graduation, I attained the lecturer position in the Psychology Department at the University of Tennessee at Chattanooga and in August of 2018 became an Assistant Clinical Professor of Educational Psychology in the Department of Educational Foundations, Leadership and Technology at Auburn University.

**RESEARCH OVERVIEW**

I am interested in how evolution has shaped the human mind and how human`s cognition and behavior are governed by specific neuropsychological and physiological mechanisms. In particular, I study interplay between the hypothalamic–pituitary–adrenal (HPA) axis reactivity and the quality of educational environments. I seek to understand how presence of same and opposite sex individuals influences both sexes cortisol response and how hormones and behavior, exerting reciprocal effect on one another, calibrate behaviors involved in learning.

I am also interested in how various environmental stressors interact with adolescents’ HPA axis reactivity and shape their wellbeing depending on the different emotion regulation strategies, aiming to identify how families and teachers can help adolescence with differing biological reactivity profiles and self-regulatory capacities succeed over time.

To elucidate these phenomena, I conduct both experimental and correlational studies, and assess characteristics such as hormone levels, personality traits, cognitive abilities, and emotion regulation strategies.

**RESEARCH SUPPORT**

2017 Recipient, Faculty Travel Grant, University of Tennessee-Chattanooga

2016 Recipient,College of Arts & Sciences Travel Grant, University of Tennessee- Chattanooga

2016 Recipient, Faculty Grant, University of Tennessee-Chattanooga

2015 Recipient, Faculty Research Grant, University of Tennessee-Chattanooga

2014 Recipient, Auburn University Intramural Grant (NSF 14-514)

2013 Recipient, Graduate Travel Grant, Auburn University

2012 Recipient, EFLT Department Travel Award, Auburn University

2011 Recipient, College of Education Graduate Travel Awards, Auburn University

**PUBLICATIONS AND PRESENTATIONS**

Meyer, M., \* **Chesser, S.,** Swanson, S.B., & Forbes, S. A (2019). Feeling the Bern...Don’t Know Why: Political attitudes of the young electorate in the 2016 presidential election and parental influences on political identity formation. *Modern Psychological Studies* (accepted)

**Chesser, S.,** Forbes, S.A., & Shelton, J. (2018). Toward an Interactionist Approach in Examination of Learning Environments. Journal of Behavioral and Social Sciences (accepted for publication in JBSS 7.1.)

**Chesser, S.**, Swanson, S.B., Garey, E., & Hood Jr, R. W. (2018). Religious and non-religious predictors of life satisfaction in a sample of American college students. *Mental Health, Religion & Culture,* DOI: 10.1080/13674676.2018.1504905.

Garey, E., **Chesser, S.**, Hood Jr, R. W., & Forbes, S.A. (2018). The Religious Attribution Scale: Further validation with an American sample. *Mental Health, Religion & Culture,* DOI: 10.1080/13674676.2018.1484432.

Forbes, S. A., **Chesser, S.**, & Guarino, A. J. (2013). A Proof of Concept Study on Cortisol Response to Three Different Educational Environs (Alone, Same-Sex, and Mixed-Sex). *Creative Education 2013. Vol.4, No.4A, 9-10. Published Online April 2013 in SciRes (*[*http://www.scirp.org/journal/ce*](http://www.scirp.org/journal/ce)*).*

Forbes, S. A., Ross, M. E., & **Chesser, S.** (2011). Single-Subject Designs and Action Research in the K-12 Setting. *Educational Research and Evaluation* Vol*. 17, Iss. 3, 2011* ([*http://www.tandfonline.com/doi/abs/10.1080/13803611.2011.599555*](http://www.tandfonline.com/doi/abs/10.1080/13803611.2011.599555)*).*

**Chesser, S.,** Forbes, S.A., & Shelton, J. (2018). (February 2018). *Toward an Interactionist approach in the Debate on single vs. Mixed-Sex Education.* Poster presented at the 2nd Annual Conference on Academic Research in Education. Las Vegas, Nevada.

McCullough,C., **Chesser,S.,** & Weathington, B. (March, 2017 ). *Subtle and Not-So-Subtle Messages of Non-Inclusion.* Conference paper presented at the American Society for Engineering Education Zone II Conference, San Juan, Puerto Rico ([*http://zone2.asee.org/sessions/program/3/13.pdf*](http://zone2.asee.org/sessions/program/3/13.pdf)).

**Chesser, S.,** Arrowood,R., Hood, R., & Cox, C. (January, 2017). *Scared to Death: Evidence of Cortisol Reactivity Following Mortality Salience.* Poster presented at the Annual Convention of Society for Personality and Social Psychology in San Antonio, Texas.

**Chesser, S.,** Shelton, J., Forbes, S. & Bhattacharya, D. (April, 2016). *Sexual Dimorphism in Cortisol Response to the Same Sex Exposure.* Presentation at the UTC Research Dialogues, Chattanooga, Tennessee.

**Chesser, S.,** Forbes, S. A., & Andrzejewski ,C . (February, 2014) *Advancing multidisciplinary perspective on current educational issues: initial insight on the role of biology in the debate ofsingle vs. mixed sex education.* Presentation at the 66thannual meeting of the Southeast Philosophy of Education Society (SEPES), Decatur, Georgia.

**Chesser, S., &** Forbes, S. A. (February, 2013). *Sex matters: integrated approach to the investigation of single sex and coeducational environments****.*** Presentation at the 16th Annual Meeting of the American Association of Behavioral and Social Sciences (AABSS.) Las Vegas, Nevada.

**Chesser, S.,** Forbes, S. A., Ahuja, M., Dhanasekaran, M., & Guarino, A.J. **(**June, 2012). *Investigation of an organism`s endocrine response to the presence of opposite sex individuals using cortisol as a biomarker.* Poster presentation at the 24th Annual Meeting of the Human Behavior and Evolution Society. Albuquerque, NM

**Chesser, S.,** Forbes, S. A & Guarino, A.J. (May, 2012). *Cortisol response on being informed of collaborating with a mixed-sex partner.* Poster presentation at the APA 24th Annual Convention - Diverse Perspectives**.** Chicago, IL

**Chesser, S.,** Forbes, S. A., Ahuja, M., Dhanasekaran, M., & Guarino, A. J**.** (March, 2012). *Cortisol response of an organism to the presence of opposite sex individuals in educational environs.* Poster presentation at the 22nd Annual Graduate Scholars Forum. Auburn University, Alabama.

**Chesser, S.,** Forbes, S. A., Ahuja, M., Dhanasekaran, M., & Guarino, A. J**.** (November, 2011). *Investigation of intra-individual response of the stress hormone cortisol to varying educational environments (single vs. mixed sex groupings)*. Poster presentation at the annual meeting of the Society for Neuroscience, Washington DC.

**GRADUATE STUDENT SUPERVISION**

2016 **Cameron Schatt** – thesis committee – UTC**,** M.S. in Psychologyprogram - Research Concentration.

2015 **Robert B. Arrowood** – thesis committee –UTC**,** M.S. in Psychologyprogram - Research Concentration.

Providing guidance in the area of using salivary cortisol to confirmthe assumptions of the Terror Management Theory.

**UNDERGRADUATE STUDENT SUPERVISION**

2018 **Mary Meyer –** investigating determinants of political identity formation in young adults.

2016 **Ryan Kashner** – investigating relationship between political orientation of Millenials and political orientation of their parents employing Implicit Association Test.

2015 **Rocio Lopez Fontela** – investigating relationships between student’s cognitive perceptual ability (being field dependent (FD) or field independent (FI)) and success in online courses.

2015 **Katharine Holt** – exploring connection between cyberbullying and underrepresentation of women and minorities in STEM industries.

2014-2015 **Dillon Brock, Spencer Hulse, Shelby Rogers (co-supervisor with Dr. Jill Shelton)**– investigating intra-individual cortisolresponse to varying social environments (alone vs. single vs.mixed sex) and it’s effect on working and prospective memory.

# TEACHING CAPABILITIES /INTERESTS

Educational Psychology Introductory Psychology

Biological Psychology Personality Psychology

Developmental Psychology Psychological Tests and Measurements

**TEACHING EXPERIENCE**

Fall 2018 **Child Development, Learning, Motivation, and Assessment**

Auburn University

**Adolescent Development, Learning, Motivation, and Assessment II**

Auburn University

Summer 2018 **Biological Psychology (online)** University of Tennessee at Chattanooga

Spring 2018 **Adolescent/Adult Development**

Fall 2017 University of Tennessee at Chattanooga

Spring 2018 **Biological Psychology**

Fall 2017 University of Tennessee at Chattanooga

Fall 2016

Spring 2018 **Child Development, Learning, Motivation, and Assessment**

Fall 2017 Auburn University

Spring 2017

Fall 2016

Fall 2016 **Psychology of Child Development**

Spring 2016 University of Tennessee at Chattanooga

Fall 2015

Spring 2015

Fall 2017 **Introduction to Psychology (online)**

Spring 2017 University of Tennessee at Chattanooga

Fall 2016

Summer 2016

Spring 2016

Fall 2015

Spring 2015

Fall 2014

Spring 2017 **Theories of Personality (including hybrid)**

Spring 2016 University of Tennessee at Chattanooga

Spring 2015

Summer 2015

Fall 2014

Fall 2014 **Psychological Tests and Measurements**

University of Tennessee at Chattanooga

Spring 2013 **Adolescent Development,**

Spring 2012 **Learning, Motivation and Assessment**

Auburn University

Summer 2011 **Child Development**

**Learning, Motivation and Assessment**

Auburn University

Summer 2010 **Basic Methods in Educational Research**

(co-instructor)(asynchronously, via Blackboard)

Auburn University

Summer 2010 **Educational Psych &** **Educational Implications**

Summer 2009 (co-instructor)(asynchronously, via Blackboard)

Auburn University

**PROFESSIONAL SERVICE**

UTC Department of Psychology Curriculum Development Committee (Spring 2015-Present)

UTC College of Arts and Sciences Curriculum Committee Member (Fall 2015-Spring 2016)

**PROFESSIONAL AFFILIATIONS**

Society for Neuroscience (SFN)

Human Behavior and Evolution Society (HBES)

American Association of Behavioral and Social Sciences (AABSS)

American Psychological Association (APA)

NorthEastern Evolutionary Psychology Society (NEEPS)

Society for Personality and Social Psychology (SPSP)

**LANGUAGES**

Russian: native language

English: fluent (speaking, reading, writing)

Belorussian: fluent (speaking, reading, writing)