Education

Yale University – New Haven, CT Fall 2018

Ph.D. in Forestry and Environmental Studies

University of Michigan – Ann Arbor, MI Spring 2011, 2013
B.S. in Ecology and Evolutionary Biology

M.S. in Ecology and Evolutionary Biology

Awards and Honors

**National Science Foundation Fellow Fall 2019 – Fall 2021**

Postdoctoral Research Fellowship in Biology – Broadening Participation

**Doris Duke Charitable Foundation Fall 2018 – Fall 2019**

Conservation Research and Teaching Fellowship

Professional Experience

RESEARCH

**American Museum of Natural History – Postdoctoral Research Fall 2018 – Present**

As a postdoctoral fellow, I conduct both independent research with a focus on biodiversity conservation as well as develop and implement projects in collaboration with the Museum’s Center for Biodiversity and Conservation in areas that complement existing research foci. My independent research is centered in Pacific Island coastal wetland conservation and investigates two complementary questions: 1. How do community structure and trophic interactions influence ecosystem functioning? And 2. What are the biocultural values associated with coastal wetlands and how do these values influence conservation outcomes?

**Yale University – PhD Research Fall 2013 – Fall 2018**My doctoral dissertation research instilled an ecological perspective into wetland restoration to determine whether community structure and biodiversity are important factors in restoration success. For this work, I conducted ecological experiments in wetlands along the Connecticut coastline to evaluate the impact of trophic interactions on ecosystem functions with implications for restoration practice.

**Yale University – Collaborative Research Fall 2015 – Fall 2017**

I collaborated on a research project to present a synthesis of information on how the complexity of food webs and the strength of species interactions influence the success of invasion by non-native species. Using data from various studies investigating the impact of invasive species on native communities, we found that high-connectance food webs tend to host fewer invaders and exert stronger biotic resistance compared to low-connectance webs.

**University of Michigan – M.S. Thesis Research Fall 2011 – Spring 2013**My master’s thesis research evaluated the species status of a putative new species of freshwater snail in southeastern Oregon. Using molecular techniques, I extracted DNA samples from specimens and sequenced their genetic code at distinct gene locations. The molecular results in conjunction with shell morphological analyses that the species under study is a taxonomically distinct species that should be formally described and considered for conservation.

Teaching and Mentoring

**Columbia University Fall 2018 – Present**

Adjunct Lecturer – Department of Ecology, Evolution, and Environmental Biology (E3B)

As an adjunct lecturer in Columbia’s E3B Department, I develop and implement undergraduate and graduate-level courses in topics ranging from introductory ***Conservation Biology*** to ***Biodiversity, Conservation & Social Change***. For each course, I combine interactive lectures, in-class activities, assigned readings, and diverse participation approaches to enhance the proficiency of participants to understand, study, and work using an interdisciplinary and holistic academic lens.

**American Museum of Natural History Fall 2018 – Present**

Teacher and Mentor – Science Research Mentoring Program (SRMP)

My responsibilities as a teacher and mentor in the SRMP are to provide afterschool programing on biodiversity and conservation to high school students who are traditionally underrepresented in the discipline, while mentoring 2-3 students in an applied biodiversity conservation research project. Here, I meet with a group of 20 students twice a week during the academic year and co-teach an overview course on ***Conservation Biology***. Additionally, I meet with 2-3 mentees twice a week over a calendar year and guide them through the process of research development, data analysis, and science communication.

**Yale University Teaching Assistant Fall 2014, 2015, 2016**Teaching Assistant – Yale School of the Environment; Ecology and Evolutionary Biology Department

For each undergraduate and graduate course that I served as TA (e.g. ***Natural Science Research Methods***; ***Ecosystems & Landscapes*;** and ***Coastal Environments in a Changing World***) , I was responsible for the following: Guiding scientific inquiry and research project development, advising group research initiatives, overseeing field trips and activities, conducting laboratory analyses, leading discussion sections, reading and evaluating student assignments/tests, and holding office hours.

**Yale Young Global Scholars Program – New Haven, CT and Singapore Summer 2014, 2015, 2016, 2017**

Instructor

As lead instructor during this summer program, I developed and administered curriculum for several science-based seminars and facilitated group-based research projects for advanced high school students. Seminar topics included ***Biodiversity & Conservation, Genetically Modified Organisms, Infectious Disease,*** and ***Invasive Species.*** In addition to class-based instruction, I also mentored students in small-group activities and one-on-one meetings.

**Yale Pathways to Science Scholar Program Summer 2015, 2016, 2017**

Instructor

As an instructor for this summer program, I developed and administered curriculum for a weeklong workshop for local underrepresented high school students interested in college-level life science curriculum. This ***Ecosystem Ecology*** workshop focused on building natural ecosystems and understanding how they function through several hands-on activities, debates, and simulations.

**University of Michigan** **Fall 2011, 2012 and Spring 2012**

Teaching Assistant – Biology Department

For the undergraduate biology courses that I served as TA (e.g. ***Introductory Biology*** and ***Biology for Nonscientists***), I worked with professors to develop syllabi, construct weekly lesson plans, write exam questions, proctor exams, administer grades, and facilitate group assignments and discussions. Individuals or small groups of students received additional support with course curriculum during weekly office hours.

PRESENTATIONS AND INVITED TALKS

**Yale School of the Environment, Black History Month Speaker Series, New Haven CT, 2020**

Invited Talk: “Holistic Restoration: Incorporating Science and Culture into Conservation”

**American Museum of Natural History Science Alliance Program – Community Night, New York City NY, 2019**

Invited Talk: “Ecosystem Restoration: Incorporating Science and Culture into Conservation”

**Sarah Lawrence College, Science Seminar Series, Bronxville NY, 2019**

Invited Talk: “On Communities and Community Ecology: Adding Diversity to Studies of Biodiversity”

**Columbia University Lamont-Doherty Division Seminar, Palisades NY, 2019**

Invited Talk: “On Communities and Community Ecology: Adding Diversity to Studies of Biodiversity”

**Fordham University, CSUR Symposium, New York City NY, August 2019**

Invited Keynote: “On Communities and Community Ecology: Adding Diversity to Studies of Biodiversity”

**Taste of Science – NYC Talk, New York City NY, April 2019**

Invited Talk: “Who, What, Where, When, Why, and How of Wetland Restoration”

**Yale School of the Environment Research Conference, New Haven CT, 2017**Research Presentation: “Consumer Control & Ecosystem Functions in New England Tidal Wetlands”

**Society for Ecological Restoration World Conference, Foz do Iguacu, Brazil, 2017**Research Presentation: “Consumer Control & Ecosystem Functions in New England Tidal Wetlands”

**Yale School of the Environment Doctoral Conference, New Haven CT, 2015**Research Presentation: “Importance of Trophic Interactions and Community Structure in Tidal Wetland Restoration”

Publications

Maas B, Grogan KE, Chirango Y, Harris N, Liévano-Latorre FL, McGuire KL, **Moore AC,** et al. 2020. Academic leaders must support inclusive scientific communities during COVID-19. Nature Ecology & Evolution 4: 997–998.

**Moore AC**, Fauset E, Asher F. 2020. Consumer impacts on ecosystem functions in coastal wetlands: The data gap. Ecosphere 11(2): e03042. 10.1002/ecs2.3042

**Moore AC**. 2019. What is the role of ecosystem engineers in New England salt marshes? A mesocosm study of the fiddler crab and the purple marsh crab. Wetlands. DOI 10.1007/s13157-019-01123-4.

**Moore AC**. 2018. Context-dependent consumer control in New England tidal wetlands. PLoS one, https://doi.org/10.1371/journal.pone.0197170

Smith-Ramesh LM, **Moore AC**, Schmitz OJ. 2016. Global synthesis suggests that food web connectance correlates to invasion resistance. Global Change Biology 23(2): 465-473.

**Moore AC**, Burch JB, Duda TF. 2014. Recognition of a highly restricted freshwater snail lineage (*Physidae*: *Physella*) in southeastern Oregon: Convergent evolution, historical context, and conservation considerations. Conservation Genetics 16(1): 113-123.

**Moore AC** and Schmitz OJ (submitted). Do predators have a role to play in wetland restoration? An experimental study in New England coastal salt marshes. Restoration Ecology.

Merow C, Galante P, Babich Morrow C, Kass J, **Moore AC**, et al (in prep). Operationalizing expert knowledge in species' range estimates using diverse data types: the R package maskRangeR.

Diversity, Equity, and Inclusion

WORK

**American Museum of Natural History Youth Initiatives Curriculum Development Fall 2019 – Present**

The American Museum of Natural History – Education Department’s Youth Initiatives program provides afterschool educational content for high school students throughout the year. As a member of the education team, I am responsible for reviewing science curriculum and incorporating diversity, equity, inclusion, and justice narratives and activities into the content. The resulting science courses incorporate issues of social equity and justice into the content to provide a more accurate representation of science history and practice.

**Inclusive Conservation Community Initiative (ICON), Center for Biodiversity and Conservation Fall 2018 – Present**

ICON is a department-wide initiative of the American Museum of Natural History Center for Biodiversity and Conservation that focuses on the recruitment, retention, and representation of historically underrepresented groups in conservation through a combined approach of outreach, mentorship, and conservation research opportunities. As ICON coordinator, I help expand research and educational opportunities for underrepresented students in conservation and facilitate the incorporation of a diversity, equity, and inclusion framework within the Center and the larger conservation community.

**Yale Office of Graduate Student Development and Diversity (OGSDD) Fellow Fall 2015 – Fall 2017**

OGSDD Fellows work in partnership with the University to help build a supportive and inclusive graduate school community where diverse students are supported in their professional, social, and intellectual goals and pursuits. As a Fellow, I was responsible for acting as a liaison between my department and the OGSDD, organizing events open to the graduate school community, and helping facilitate the process of recruiting, retaining, and mentoring students from diverse backgrounds.

**Yale Queer Womxn and Nonbinary Grads Group Founder Fall 2016 – Fall 2017**

The Queer Women & Nonbinary Grads group at Yale was formed to address a need for increased visibility and community for an underserved portion of the Yale LGBTQ+ student body. As the founder, I organized events centered on community cohesion, mentorship, and outreach.

**Yale School of Forestry PhD Peer Mentorship Program Director Fall 2015 – Fall 2017**

The PhD Peer Mentorship Program is a student-run program in which incoming and current doctoral students are paired in an effort to orient new students to New Haven and the Forestry School while also cultivating a sense of community among the PhD students that make up a small portion of the school. As Director, I matched students together at the beginning of the school year, encouraged them to meet and establish a strong mentorship relationship, and organized events for the wider PhD community to take part in throughout the academic year.

WORKSHOPS

**Student Conference on Conservation Science, New York City NY, 2018 and 2019**

“What Am I Doing with My Life? Career Planning for Conservation Researchers and Practitioners”

**Doris Duke Conservation Scholars Program Homecoming, Seattle WA, 2019**

“What Am I Doing with My Life? Career Planning for Conservation Researchers and Practitioners”

INVITED PANELS

**Pennsylvania State University LGBTQ in STEM Panel, State College PA, 2019**

**GSTEM Careers Panel for Girls, New York City NY, 2019**

**Housing Works Queer Visibility in STEM Panel, New York City NY, 2019**

**500 Queer Scientists / Elsevier Pride in STEM Panel, New York City NY, 2019**