

Evan Schmiedehaus

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Academic Appointments

Colorado State University, Fort Collins, CO

PhD Student, Applied Social & Health Psychology | Teaching Fellow

2025 – Present

- Awarded competitive Teaching Fellowship with additional funding in recognition of instructional excellence and academic merit.
- Design and deliver large-enrollment undergraduate coursework (Psychology 100; two sections, 200+ students per section).
- Develop syllabi with measurable learning objectives aligned with departmental and institutional outcomes.
- Facilitate classroom dialogue and manage the full instructional and learning experience.
- Evaluate student work and provide clear, relevant, and actionable feedback.
- Hold regular office hours addressing learning concerns and individual student needs.
- Design and implement interactive learning activities emphasizing engagement, critical thinking, and applied use of psychological concepts.
- Collaborate with faculty and departmental leadership on course refinement and instructional quality initiatives.

Texas State University, San Marcos, TX

Assistant Professor of Instruction, Philosophy & Ethics

2021 – Present

- Courses taught: PHIL 1305 – Philosophy & Critical Thinking; PHIL 1320 – Ethics & Society (Social and Political Philosophy).
- Design and implement syllabi with measurable learning objectives.
- Facilitate classroom dialogue and student learning experiences across in-person, asynchronous, and hybrid formats.
- Evaluate coursework and provide substantive feedback.
- Hold regular office hours supporting student learning and development.
- Core instructional areas include philosophical reasoning, applied ethics, ethical problem-solving, critical thinking, and metacognition.
- Selected as full-time Professor of Instruction.

Austin Community College, Austin, TX
Adjunct Professor of Psychology
2024 – 2025

- Courses taught: PSYC 2319 – Social Psychology; PSYC 2314 – Human Growth & Development.
 - Designed and implemented course syllabi with measurable learning objectives.
 - Facilitated all aspects of the student learning experience.
 - Evaluated coursework and provided actionable, student-centered feedback.
 - Worked closely with students requiring learning accommodations.
 - Instructional topics included social perception, attitudes, group processes, aggression, attraction, conformity, and dissent.
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Additional Academic Appointments

University of Texas at Austin, Lyndon B. Johnson School of Public Affairs, Austin, TX
Senior Leadership & Organizational Development Instructor
2022 – 2024

- Designed and delivered leadership and organizational development curriculum for county, municipal, and state agencies (200+ agencies served).
 - Integrated adult learning theory and industrial–organizational psychology into instructional design.
 - Instructed on leadership, change management, strategic planning, communication, emotional intelligence, team development, ethics, budgeting, and organizational well-being.
 - Delivered instruction in online asynchronous and synchronous (Zoom) formats during COVID-19 period.
 - Coached and mentored executive- and mid-level leaders.
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Research Experience

Texas State University, San Marcos, TX
Psychology Researcher, Interdisciplinary Team
2021 – Present

- Lead author and contributing researcher on multiple interdisciplinary studies.
- Collaborate with faculty researchers to establish project structure, assign responsibilities, and ensure timely completion of research tasks.
- Conduct qualitative and quantitative analyses using SPSS and related tools.
- Manage research documentation and workflows using Quali, Google Sheets, Google Docs, and Excel.

Publications

Tooley, K. M., Dailey, S. L., Schmiedehaus, J. E., Cordaro, M. M., Dwyer, N., Jerkins, D., & Howard, K. J. (2026). Between class and career: Applying the job demands–resources model to working college students. *Behavioral Sciences*, *16*(1), 61–77. <https://doi.org/10.3390/bs16010061>

Cordaro, M. M., Howard, K. J., Schmiedehaus, E., & Dailey, S. L. (2024). Faculty mental health and compassion fatigue: A call to the profession, a call to the institution. *Journal of Workplace Behavioral Health*, *39*(3), 318–346. <https://doi.org/10.1080/15555240.2023.2292120>

Schmiedehaus, E., Cordaro, M., Perrotte, J., Stern, M., Dailey, S., & Howard, K. J. (2023). The great resignation in higher education: An occupational health approach to understanding intentions-to-quit for faculty in higher education. *Teaching and Teacher Education*, *123*, e103992. <https://doi.org/10.1016/j.tate.2022.103992>

Schmiedehaus, E. E., Snyder, E., Perrotte, J. K., Deason, R. G., Howard, K. J., & Cordaro, M. M. (2023). The ongoing mental health plight of depressed college students: Clinical recommendations and the importance of early screening and detection. *Issues in Mental Health Nursing*, *44*(6), 562–570. <https://doi.org/10.1080/01612840.2023.2215866>

Manuscripts Under Review

Schmiedehaus, E., Rogers, M. L., Dailey, S., Lupo, A., Cordaro, M., Deason, R., & Howard, K. (Under review). *Social dominance orientation, sociopolitical attitudes, and beliefs on current political issues*.

When what we say isn't what they hear: An interdisciplinary approach to understanding quiet quitting. (Manuscript under review; contributing co-author).

Teaching Philosophy

My teaching philosophy is grounded in the belief that learning is most effective when students are intellectually engaged, relationally supported, and encouraged to apply ideas beyond the classroom. I approach teaching as both a scholarly and ethical practice, one that emphasizes clarity, rigor, and relevance while recognizing students as active participants in the construction of knowledge.

Across psychology, ethics, and interdisciplinary courses, I design learning environments that balance conceptual foundations with applied inquiry. I prioritize clearly articulated learning

objectives, transparent assessment criteria, and frequent, actionable feedback to support student growth. Courses are structured to scaffold complexity, allowing students to build confidence while progressively developing analytical, critical-thinking, and metacognitive skills.

Engagement is central to my pedagogy. In large-enrollment and smaller seminar settings alike, I incorporate interactive activities, discussion-based learning, and real-world case examples to promote active learning and sustained attention. I emphasize the application of theory to contemporary social issues, encouraging students to examine how psychological and ethical frameworks inform decision-making, behavior, and public discourse.

I view the classroom as a relational space grounded in mutual respect and intellectual curiosity. I strive to create an inclusive learning environment where students feel comfortable asking questions, challenging assumptions, and engaging with diverse perspectives. Regular office hours and individualized feedback allow me to support students' academic development while attending to their varied learning needs.

As a Teaching Fellow and doctoral student, I integrate current research into my instruction, modeling evidence-based reasoning and scholarly inquiry. My goal is not only to transmit disciplinary knowledge, but to cultivate durable skills—critical thinking, ethical reasoning, and intellectual self-reflection—that students can carry into their academic, professional, and civic lives.

Teaching Interests

- Normative ethics
- Value ethics and axiology
- Metacognition
- Decision-making
- Agency and change processes
- Well-being, individual, organizational, and societal
- Change, individual and organizational
- Ideological certitude

Certificates and Professional Training

- Certificate, Mediation – Austin Dispute Resolution Center (2015)
 - Certificate, Negotiations – University of Texas (2015)
 - Certificate, Applied Positive Psychology – Flourishing Center, New York (2015)
 - Certificate, Positive Psychology – University of North Carolina, Chapel Hill (2015)
 - Certificate, Life Coaching – Happy Whole Human Institute (2015)
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Conferences and Invited Talks

- Texas State University Dialogue Series (2024). *Social Dominance Theory, Sociopolitical Belief, and Political Decision-Making*.
 - Texas State University Dialogue Series (2021). *Resisting Arrest: Narratives About What Triggers Police Violence*.
 - Texas State University Dialogue Series (2020). *The Constituent Parts and Affections of Anti-Intellectualism*.
 - Directors of Volunteers in Austin (2019). *Flourishing Organizations*.
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Scholarly Writing and Public Engagement

- **Leadershipandreasoning.com** – Author (www.leadershipandreasoning.com)
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Service and Volunteer Work

- Texas Harm Reduction – Community Volunteer
- Save Barton Creek Association – Community Volunteer
- Food For The Poor – Fundraiser and Award Recipient
- Hopewell Community Outreach – Community AIDS Testing Outreach
- American Red Cross – Community Volunteer
- San Antonio Youth Gang Outreach – Community Volunteer