

Matt Weeg

Associate Professor of Biology / Director of the CETL at Southern Utah University

Cedar City, UT, US

Specializing in neurobiology of sensory and motor systems

Biography

Studying fish audiology and analyzing the effects of plants on human cardiovascular systems are two topics Dr. Matthew Weeg feels passionate about. Committed to undergraduate education excellence, Dr. Weeg is a Southern Utah University associate professor of biology and director of the Center of Excellence for Teaching and Learning, who enjoys spending time in the classroom teaching students.

Originally from Pocatello, Idaho, Dr. Weeg's course lineup includes general biology, physiology, pathophysiology, neurobiology, and animal behavior. In addition to classroom teaching, he mentors student field research projects, providing experiential learning opportunities to students. Projects have included an investigation into the link between fire retardant and Parkinson's disease, testing effectiveness of fish oil in treating asthma, and examining effects of plant compounds on cardiovascular physiology.

Dr. Weeg is actively involved in faculty development at SUU and serves as associate director for the Center for Excellence in Teaching and Learning. He earned his bachelor of science degree in biology at University of Idaho, and a Ph.D. in neurobiology and behavior at Cornell University. Previously, he taught at Colorado State University, Michigan Tech University, and Penn State Altoona.

Industry Expertise

Education/Learning, Renewables and Environmental, Research

Areas of Expertise

Neuroethology, Lateral Line, Biology, Human Physiology, Brain Behavior, Neuroscience, Cardiovascular Physiology, Animal Behavior, Physiology, Pathophysiology, Audition, Communication & Behaviour

Affiliations

American Physiological Society, Center of Excellence for Teaching and Learning

Education

University of Idaho

B.S. Biology

Cornell University

Ph.D. Neurobiology and Behavior

Accomplishments

SUU Influencer Award

Recognized for his dedicated persistence in working with undergraduates on research.

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