

JAMES EDWARD GROCCIA

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WORK ADDRESS

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EDUCATION

- Ed. D. University of Tennessee, Department of Educational Psychology and Guidance (1979).
Concentration: Counseling Psychology
- M.S. Ed. Hofstra University, Department of Secondary Education (1972). Major: Social Science
Education
- B.A. Hartwick College (1970). Major: Psychology

EMPLOYMENT EXPERIENCE

- VISITING PROFESSOR, Institute of Education (2015-2018), University of Tartu, Tartu, Estonia
- PROFESSOR EMERITUS, Higher Education Administration, Department of Educational Foundations,
Leadership, and Technology (2017), Auburn University, Auburn, AL.
- PROFESSOR, Higher Education Administration, Department of Educational Foundations, Leadership,
and Technology (2013 to 2017), Auburn University, Auburn, AL.
- ASSOCIATE PROFESSOR, Higher Education Administration, Department of Educational Foundations,
Leadership, and Technology (2003-2013), Auburn University, Auburn, AL.
- FOUNDING DIRECTOR, Biggio Center for the Enhancement of Teaching and Learning (2003-2013);
Auburn University, Auburn, AL.
- ASSISTANT DEAN, Graduate School (2001-2003);
DIRECTOR, Program for the Excellence in Teaching (1995-2003),
ADJUNCT/GRADUATE FACULTY, Educational Leadership and Policy Analysis (1998-2003),
University of Missouri, Columbia, MO.
- DIRECTOR, Center for Curricular Innovation and Educational Development (1992-1995);
ADJUNCT ASSISTANT PROFESSOR, Department of Social Sciences and Policy Studies (1986-1995),
Worcester Polytechnic Institute, Worcester, MA.
- CONSULTANT, Comprehensive College Preparation Services (1993-1995).
- DIRECTOR, Counseling and Student Development Center (1984-1992),

Worcester Polytechnic Institute, Worcester, MA.

-EXCHANGE FELLOW, Careers Advisory Service (Summer 1987),
Nottingham Trent University, Nottingham, England.

-DIRECTOR, Center for Counseling and Orientation Services (1979-1984);
ADJUNCT ASSISTANT PROFESSOR, Psychology Department (1980-1984),
State University College, Potsdam, NY.

-ASSOCIATE DIRECTOR, Student Development Services (1979),
Tennessee State University, Nashville, TN.

-DIRECTOR, University Counseling Center;
INSTRUCTOR, Psychology Department (1978),
University of Tennessee at Nashville, Nashville, TN.

-GRADUATE COUNSELING ASSISTANT, Student Counseling Services Center (1976-1978),
University of Tennessee, Knoxville, TN.

-INSTRUCTOR, (part-time), Psychology Department (1976-1977),
Roane State Community College, Harriman, TN.

-GRADUATE TEACHING ASSISTANT, Department of Educational Psychology and Guidance (1974-
1976), University of Tennessee, Knoxville, TN.

-INSTRUCTOR, (part-time), The Drug Education Project (1973),
University of South Carolina, Columbia, SC.

-CRISIS INTERVENTION COUNSELOR, Bates Junior High School (1972-1974), Sumter, SC.

PROFESSIONAL SERVICE

Editorial Advisory Board, *Journal of Global Education and Research* (2017)

Editorial Board, *To Improve the Academy* (2014-2016)

Editorial Board, *Idea Papers* (2014-2016)

Reviewer, *TRAMES Journal: Higher Education—Higher Level Learning*, Estonia (2013)

Program Reviewer, Center for Teaching and Learning, University of Colorado, Denver (2012)

Hartwick College, Alumni Board of Trustees (2011-2013)

Editor, *To Improve the Academy* (The POD Network's Annual Publication) (2012 & 2013)

Associate Editor, *To Improve the Academy* (The POD Network's Annual Publication) (2010 & 2011)

SACS Reaffirmation On-Site Committee, Quality Enhancement Plan Lead Reviewer (2009)

Program Review Chair, Center for Excellence in Teaching, Iowa State University (2009)

Pre-Conference Workshop Coordinator, Conference Proposal Reviewer, International Consortium for Educational Development (ICED) (2008)

Past-President (2007-2008), President (2006-2007), President-Elect (2005-2006) Professional and Organizational Development Network in Higher Education (POD)

Editorial Board, *International Journal for the Scholarship of Teaching and Learning* (2008-2010)

International Consortium for Educational Development (ICED) Governance Council (2006-2008)

Conference Proposal Reviewer, Association of American Colleges & Universities (AAC&U) (2006)

Conference Proposal Reviewer, International Consortium for Educational Development (ICED) (2006)

Conference Proposal Reviewer, Annual Professional and Organizational Development Network in Higher Education (POD) Conference (2003, 2004, 2006)

Grant Reviewer, Fund for the Improvement of Higher Education (FIPSE) (2002)

Core Committee (Board of Directors), Professional and Organizational Development Network in Higher Education (POD Network) (1998-2001).

Co-Chair, "Chemistry is in the News" Conference, University of Missouri (2001).

Program Review Team Member, School of Natural Resources, University of Missouri (2001).

Program Review Team Member, Center for Teaching Excellence, University of Colorado (2000).

Program Review Team Member, Office of Professional and Organizational Development, University of Nebraska-Lincoln (2000).

Program Review Team Member, Teaching and Learning Center, University of Nebraska-Lincoln (1999).

Consultant, American Council on Education/USA Group Foundation Cost Management Project (1999).

Co-Host (with the University of South Carolina), The Freshman Year Experience Conference: Science and Technological Education (1992).

Co-Chair and Host, Northeastern University Counseling Center Directors Conference (1990).

HONORS AND AWARDS

Phi Beta Delta (Honor Society for International Scholars) (2015)

Global Teaching Academy Fellow, Auburn University (2015)

Distinguished Visiting Professor, American University in Cairo (2014)

Fulbright Scholar, Institute of Educational Sciences, University of Tartu, Estonia (2011)

Best Instructor of Lecturers, Archimedes Foundation (European Union Social Fund) (2011)

Who's Who in the World (2009-Present)

Golden Key International Honour Society (2008)

Who's Who in America (2007-Present)

Who's Who in Education—Higher Education (2007)

Best Student Paper Award (Co-authored with two graduate students), Graduate Studies Division, American Society of Engineering Education (2005)

High Flyer Award for Teaching Excellence, College of Education, University of Missouri-Columbia (2003)

Excellence in Education Nominee, Division of Student Affairs & MU Parents Association, University of Missouri-Columbia (2003)

Oxford Round Table Delegate, University of Oxford, England (2002).

Honor Tap, Rollins Society, University of Missouri-Columbia Graduate and Professional Student Honor Society (2002).

Friend of Graduate and Professional Students, National Association of Graduate-Professional Students (2001).

Truman Scholar, University of Missouri-Columbia Medical School (2001).

Clara Louise Myers Lectureship Award, School of Social Work, University of Missouri-Columbia (1999).

Honorable Mention, Benjamin Drasher Award for Best Paper, American Society for Engineering Educational Annual Conference (1994).

Nominee: Outstanding Freshmen Advocate Award, University of South Carolina (1991).

The National Distinguished Service Registry: Counseling and Development (1989).

Phi Delta Kappa—the National Education Honor Society (1977).

Psi Chi—the National Psychology Honor Society (1970).

PUBLICATIONS—BOOKS/BOOK CHAPTERS/VIDEOS

Groccia, J.E., & Buskist, W. (Eds.) (Summer, 2018). *Student engagement: A multidimensional perspective*. New Directions in Teaching and Learning, San Francisco: Jossey-Bass.

Groccia, J.E. Student engagement—What is it? In J.E. Groccia, & W. Buskist (Summer, 2018). *Student engagement: A multidimensional perspective*. New Directions in Teaching and Learning, San Francisco: Jossey-Bass.

Ford, C., Wilkins, E., & Groccia, J.E. Student engaged in teaching. In J.E. Groccia, & W. Buskist (Summer, 2018). *Student engagement: A multidimensional perspective*, New Directions in Teaching and Learning, San Francisco: Jossey-Bass.

Ismail, E.A., & Groccia, J.E. Students engaged in learning. In J.E. Groccia, & W. Buskist (Summer, 2018). *Student engagement: A multidimensional perspective*, New Directions in Teaching and Learning, San Francisco: Jossey-Bass.

Groccia, J.E., Ford, C., Ismail, E.A., & Noll, K. The teacher behavior checklist. In W. Buskist, & Keeley, J. (In progress, 2108). *Teaching excellence*. New Directions in Teaching and Learning, San Francisco: Jossey-Bass.

Groccia, J.E., & Ismail, E. (2014). Role of university teaching and learning centers in developing graduate student teaching competencies. In W. Buskist, J. Busler, & B. Beins (Eds.), *Preparing the New Professoriate: Helping Graduate Students Become Competent Teachers*, Society for the Teaching of Psychology. <http://teachpsych.org/page-1862898>.

Groccia, J.E., Ismail, E., & Chaudhury, S.R. (2014). Interactive group learning. In B. F., Tobolowsky, T., Skipper, & T. Vakos (Eds.), *Paths to learning: Teaching for engagement in college*. Columbia, SC: The National Resource Center.

Groccia, J.E., Nickson, S., Wang, C., & Hardin, H. (2014). Historical overview of learning theories. In B. F. Tobolowsky, T. Skipper, & T. Vakos (Eds.), *Paths to learning: Teaching for engagement in college*. Columbia, SC: The National Resource Center.

Buskist, W., Ismail, E. A., & Groccia, J. E. (2014). A Practical Model for Conducting Helpful Peer Review of Teaching. In M. Parsell & J. Sachs (Eds.), *Peer Review of Learning and Teaching in Higher Education: International Perspectives*. Professional Learning and Development in Schools and Higher Education, Volume 9. Sydney: Springer.

Groccia, J.E., & Cruz, L. (Eds.). (2013). *To improve the academy: Resources for faculty, instructional, and organizational development, Vol. 32*. San Francisco: Jossey-Bass.

Groccia, J.E., & Ismail, E. (2013). Do we know what works in supporting educational change? A case study. In R. Macdonald (Ed.), *SEDA Special 33: Supporting educational change*. London, UK: Staff and Educational Development Association Publications.

Haamer, A., Karm, M., & Groccia, J.E. (2012). The impact of communities of practice on university teacher performance and professional identity development. In J. Mikk, M. Veisson, & P. Luik (Eds.), *Estonian Studies in Education: Volume 4—Lifelong Learning*. Oxford, UK: Peter Lang Publishers.

Groccia, J.E., & Cruz, L. (Eds.). (2012). *To improve the academy: Resources for faculty, instructional, and organizational development, Vol. 31*. San Francisco: Jossey-Bass.

Ismail, E.A., Buskist, W., & Groccia, J.E. (2012). Peer review of teaching. In M.E. Kite (Ed.), *Effective evaluation of teaching: A guide for faculty and administrators*. Retrieved from the

Society for the Teaching of Psychology web site:
<http://teachpsych.org/ebooks/evals2012/index.php>

Groccia, J.E., & Hunter, M.S. (2012). *The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Volume II—Instructor training and development*. Columbia, SC: The National Resource Center.

Groccia, J.E., Alsudairi, M.A.T., & Buskist, W. (Eds.). (2012). *The handbook of college and university teaching: A global perspective*. Los Angeles: SAGE Publishing.

Groccia, J.E. (2012). A model to understand university teaching and learning. In J.E. Groccia, M.A.T. Alsudairi, & W. Buskist. (Eds.). *The handbook of university teaching and learning: A global perspective*. Los Angeles: Sage Publishing.

Buskist, W., & Groccia, J.E. (Eds.). (2011). *Evidence-based teaching*. New Directions in Teaching and Learning, Vol. 128. San Francisco: Jossey-Bass.

Groccia, J.E., & Buskist, W. (2011). The need for evidence-based teaching. In W. Buskist, & J.E. Groccia, (Eds.). *Evidence-based teaching*. New Directions in Teaching and Learning, Vol. 128. San Francisco: Jossey-Bass.

Buskist, W., & Groccia, J.E. (2011). The future of evidence-based teaching. In W. Buskist, & J.E. Groccia, (Eds.). *Evidence Based Teaching*. New Directions in Teaching and Learning, Vol. 128. San Francisco: Jossey-Bass.

Miller, J.E., & Groccia, J.E. (Eds.). (2011). *To improve the academy: Resources for faculty, instructional, and organizational development, Vol. 30*. San Francisco: Jossey-Bass.

Miller, J.E., & Groccia, J.E. (Eds.). (2011). *To improve the academy: Resources for faculty, instructional, and organizational development, Vol. 29*. San Francisco: Jossey-Bass.

Groccia, J.E. Why faculty development, why now? In A. Saroyan, & M. Frenay, (Eds.). (2010). *Building Teaching Capacities in Universities: From Faculty Development to Educational Development*. Sterling, VA: Stylus Publishing

St.Clair, K.L., & Groccia, J.E. Change to social justice education: Theory and strategy. In C. Wright, K. Skubikowski, & R. Graf, (Eds.). (2009). *Social justice education: Inviting faculty to transform their institutions*. Sterling, VA: Stylus Publishing.

Groccia, J.E., & Miller, J.E. (Eds.). (2007). *On becoming a productive university: Strategies for reducing costs and improving quality in higher education*. Arabic Translation. Riyadh, Saudi Arabia: Obeikan Publishers.

Groccia, J.E., & Miller, J.E. (Eds.). (2005). *On becoming a productive university: Strategies for reducing costs and improving quality in higher education*. Bolton, MA: Anker Publishing.

Miller, J.E., Groccia, J.E., & Miller, M.S. (Eds.). (2005). Student-assisted teaching: Models, strategies, and outcomes. In J.E. Groccia, & J.E. Miller, *On becoming a productive university: Strategies for reducing costs and improving quality in higher education*. Bolton, MA: Anker Publishing.

Burns, J., Groccia, J.E., Hamid, S., & Staley, C. (2004). *Creating engaged learning environments for today's college students*. Video moderated by Carloyn Sawyer. The National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.

Miller, J.E., Groccia, J.E., & Miller, M.S. (Eds.). (2001). *Student-assisted teaching: A guide to faculty-student teamwork*. Bolton, MA: Anker Publishing.

Groccia, J.E., & Miller, J.E. (Eds.). (1998). *Enhancing productivity: Administrative, instructional and technological strategies*. New Directions for Higher Education, No. 103. San Francisco: Jossey-Bass.

Miller, J.E., Groccia, J.E., & Wilkes, J.M. (1996). Providing structure: The critical element. In T.E. Southerland, & C. Bonwell (Eds.), *Using active learning in college classes: A range of options for faculty*. New Directions for Teaching and Learning, 67, San Francisco: Jossey-Bass.

Groccia, J.E. (1992). *The college success book: A whole-student approach to academic excellence*. Lakewood, CO: Glenbridge.

PUBLICATIONS—REFEREED ARTICLES

Soomere, T., Lepp, L., Groccia, J.E., & Ismail, E.A. (In Progress). Characteristics and behaviours of excellent teaching: Perceptions of military educators.

Sarv, A., Karm, M., & Groccia, J.E. (In progress). The relationship between student feedback and university teacher professional development.

Ismail, E., & Groccia, J.E. (2017). Foreign and US-Educated Faculty Members' Views on What Constitutes Excellent Teaching: Effects of Gender and Discipline. *To Improve the Academy*, 36, 2.

Demetry, C., & Groccia, J.E. (1997). A comparative assessment of student experiences in two instructional formats in an introductory materials science course. *Journal of Engineering Education*, 86, 3.

Groccia, J.E. (1997). The student as customer versus the student as learner. *About Campus*, 2, 2.

Miller, J.E., & Groccia, J.E. (1997). Are four heads better than one? A comparison of cooperative and traditional teaching formats in an introductory Biology course. *Innovative Higher Education*, 21, 4.

Groccia, J.E., & Miller, J.E. (1996). Collegiality in the classroom: The use of peer learning assistants in collaborative learning in introductory biology. *Innovative Higher Education*, 21, 2.

Groccia, J.E., & Harrity, M.B. (1991). The Major Selection Program: A proactive retention and enrichment program for undecided freshmen. *Journal of College Student Development*, 32, (2), 178-179.

Plaud, J.J., Baker, R.W., & Groccia, J.E. (1990). Freshman decidedness regarding academic major and anticipated actual adjustment to an engineering college. *National Academic Advising Association (NACADA) Journal*, 10, (2), 20-26.

Groccia, J.E. (1990). Major Selection Program aids undecided freshmen. *The Freshmen Year Experience Newsletter*, 3, (2), 7.

Moynihan, F.J., & Groccia, J.E. (1984). Differential counseling needs priorities as rated by college students, faculty, administrators, and parents. *New York State College Student Personnel Association Research Journal*, 1, (1), 1-9.

Davidson, D.L., & Groccia, J.E. (1981). A humanistic approach to counseling in critical care. *Critical Care Nurse*, 1, (5), 28-30.

PUBLICATIONS—REFEREED CONFERENCE PROCEEDINGS

Morrison, KC, Groccia, J.E., Martin, A.W., & Poole, M. (1997). The MU Institute for Instructional Technology: Building collegial relationships to facilitate the enhancement of teaching and learning. *Improving University Learning and Teaching, Volume 1: Contributed Papers*. Proceedings of the 22nd International Conference on Improving University Teaching, University of Maryland.

Groccia, J.E. (1995). Increasing educational quality and faculty productivity through cooperative learning and peer assisted learning. *Proceedings of ASEE Annual Conference*, American Association for Engineering Education.

DiBiasio, D., & Groccia, J.E. (1995). Active and cooperative learning in an introductory chemical engineering course. *Proceedings: Frontiers in Education, The Institute of Electrical and Electronics Engineering/American Society for Engineering Education*, 25.

Hart, F.L., & Groccia, J.E. (1994). Fundamentals in Civil Engineering--a freshman course. *Proceedings: Frontiers in Education, The Institute of Electrical and Electronics Engineering/American Society for Engineering Education*, 24.

Groccia, J.E. (1992). An introduction to a talent development approach to the measurement of student outcomes. *Proceedings: Frontiers in Education--Towards 2000, The Institute of Electrical and Electronics Engineering/American Society for Engineering Education*, 22, 782-785.

Hart, F.L., & Groccia, J.E. (1994). An integrated cooperative learning oriented freshmen civil engineering course: Computer analysis in civil engineering. *Proceedings: Nineteenth International Conference on Improving College Teaching*.

Groccia, J.E. (1982). A multidimensional approach to reducing staff burnout. *Proceedings of the 30th Annual Conference Association of University and College Counseling Center Directors*.

PUBLICATIONS—MONOGRAPHS/REPORTS/INVITED PROCEEDINGS/INTERVIEWS

Groccia, J.E. (2015). Professor: Learning is also important emotions. ERR Novaator and University of Tartu Magazine. <http://novaator.err.ee/v/yhiskond/3d5f993d-2352-420f-8810-d3cf3503c810/professor-oppimises-on-olulised-ka-emotsioonid#.Vm2bukNAIz0.email>

Groccia, J.E. (2008). Principles of mentorship and academic mentoring. *2009 Conference Proceedings of the American College of Veterinary Pathologists/American Society for Veterinary Clinical Pathology Concurrent Meeting*. Pp 64-67.

Groccia, J. E. (2007, Winter). Planning faculty development activities: Using a holistic teaching and learning model. *POD Network News*, pp. 1, 3.

- Groccia, J.E. (2005). *A guide for international graduate teaching assistants*. Auburn University.
- Groccia, J.E. (2003). *Comprehensive Course Design and Development*. Auburn University.
- Groccia, J.E. (1997). Using learning theory and research to improve college teaching. *The Chalkboard*, No. 16, University of Missouri-Columbia.
- Groccia, J.E. (1997). A model for understanding teaching and learning. *The Chalkboard*, No. 15, University of Missouri-Columbia.
- Groccia, J.E., O'Connor, J.T., & Gerstenfeld, S.V. (1994). Chapter 7: Team dynamics: A manual for team-building. In Woods, D.W. (Ed.). *Handbook for IQP advisors and students*. Worcester Polytechnic Institute. <http://www.wpi.edu/Academics/Depts/IGSD/IQPHbook/>.
- Groccia, J.E. (1990). *A guide for international students: Welcome to WPI's world of opportunity*. Worcester, MA: Worcester Polytechnic Institute.
- Groccia, J.E. (1990). *The WPI freshmen: A descriptive analysis of the "typical" new student, past and present*. Worcester, MA: Worcester Polytechnic Institute.
- Groccia, J.E., & Halstead, R.W. (1989). *Data bank: Higher education counseling services in Great Britain, 1986-1987; analysis by enrollment*. Unpublished manuscript.
- Merryman, H.M., & Groccia, J.E. (1988). *The 1987 WPI freshman: A descriptive, comparative, and longitudinal analysis*. Unpublished manuscript.
- Mairele, J.P., Groccia, J.E., Korn, H., Greer, C., Jorgensen, J., & Slimak, R. (1983). *Counseling center involvement in campus crisis: Report of the campus crisis task force*. Association of University and College Counseling Center Directors.
- Groccia, J.E. (1980). *Changes: Adjusting to college*. Worcester, MA: Worcester Polytechnic Institute.
- Groccia, J.E. (1979). *The influence of coached-client behavior on counselor-trainee nonverbal behavior during an initial counseling interview*. Unpublished doctoral dissertation. University of Tennessee, Knoxville.

GRADUATE STUDENT ADVISING

Current (Advisor)

Mitchell Edge, Ph.D. Student, Administration of Higher Education, Auburn University

Tara Jones, Ph.D. Student, Administration of Higher Education, Auburn University

Emily Watkins, Ph.D. Student, Administration of Higher Education, Auburn University

Completed (Advisor)

Mary McConner, Ph.D. Administration of Higher Education, Auburn University, 2017. Current Position: Curriculum Administrator, Harrison School of Pharmacy, Auburn University.

April Staton, Ph.D. Administration of Higher Education, Auburn University, 2017. Current Position: Administrative Coordinator, Harrison School of Pharmacy, Auburn University.

Adam McGhee, Ph.D. Administration of Higher Education, Auburn University, 2017. Current Position: Distance Education Coordinator, CSES, Auburn University.

Nam Nguyen, M.S. Administration of Higher Education, Auburn University, 2017.

Channing Ford, Ph.D. Administration of Higher Education, Auburn University, 2016. Current Position: Assistant Clinical Professor, Department of Teaching, Learning and Assessment, Auburn University Harrison School of Pharmacy.

Emad Mansour, Ph.D. Adult and Higher Education, Auburn University, 2014. Current Position: Faculty Development Specialist, University of South Florida.

Karen Pruett, Ph.D. Adult and Higher Education, Auburn University, 2011. Current Position: Director of the Career Center, UNC-Pembroke

Completed (Committee Member)

Jake Williamson, Ph.D. Administration of Higher Education, Auburn University, 2014. Current Position: Vice-President, Student Affairs, Via College of Medicine, Auburn Campus

Chenzi Wang, Ph.D. Administration of Higher Education, 2013. Auburn University. Current Position: Institutional Research, University of Maryland

Karina Joemaa, M. S. Educational Sciences, 2013. University of Tartu (Estonia)

Stephen Pattillo, Ph.D. Administration of Higher Education, 2011. Auburn University

Mark Gale, Ph.D. Adult and Higher Education, 2011. Auburn University. Current Position: Director of Educational Technology, Athens State College

Heather Eastman-Mueller, Ph.D. Health and Human Performance. 2006. University of Missouri. Current Position: Health Promotion, University of Missouri Health Center

Kimberly Seudkamp-Wells, Ph.D. Fisheries and Wildlife Sciences, 2005. University of Missouri. Current Position: Manager, ENVIRON

Peter Wessels, Ph.D. Psychology, 2005. University of Missouri. Current Position: Adjunct Faculty: Miami University

Jite Eferakorho, Ph.D., Higher and Continuing Education, 2003. University of Missouri. Current Position: Independent Researcher and Consultant, Bradford, England

Anna Ball, Ph.D., Practical Arts and Vocational-Technical Education, 2002. University of Missouri. Current Position: Associate Professor, Chair, Department of Agricultural Education, University of Missouri

Michael Hudson, Ph.D., Educational Leadership and Policy Analysis, 2002. University of Missouri. Current Position: Assistant Professor, Athletic Training, Missouri State University

Michael Shane Mountjoy, Ph.D., Educational Leadership and Policy Analysis, 2001. University of Missouri. Current Position: Vice President for Student Development and Dean of Students, York College (Nebraska)

Sarah Summers, MS, Educational Leadership and Policy Analysis, 2001. University of Missouri. Current Position: Ph.D. student, Saint Louis University

Danna Vessell, Ph.D., Psychology, 2000. University of Missouri. Current Position: Learning Technologies Coordinator, University of Missouri-Columbia

CONSULTING

Applying what we know about adult learning to enhance teaching; Teamwork; Feedback and Feedforward; Supervising Learning. Baltic Defense College, Tartu, Estonia (2017)

Best practice in supervising doctoral students, University of Tartu, Estonia (2017)

The 7 principles of good practice in undergraduate education, University of Cape Coast, Ghana (2016)

Keynote Address: Thoughts and stuff. Alabama Community Education Association Annual Conference. Birmingham, AL (2015)

The 7 principles of good practice in undergraduate education; The 21st Century Academy and Millennial Learning: Implications for Future Practice. American University in Cairo (2014)

Re-establishing a center for teaching and learning. University of Houston. (2013-2014)

Enhancing educational productivity: A macro-level approach to institutional and student success. TFA's 8th Annual Student Retention and Recruitment Workshop (2012)

Applying what we know about learning to university teaching. EU/Primus Sponsored Summer Teaching Academy, University of Tartu, Estonia (2010)

Motivating students to learn with active and engaged teaching. EU/Primus Sponsored Summer Teaching Academy, University of Tartu, Estonia (2009)

Faculty innovation and change. Tennessee Board of Regents Academic Affairs Sub-Council Retreat. (2009)

The 7 principles of good practice in undergraduate education. Faculty/Staff Orientation Opening Plenary. Alabama Southern Community College (2008)

Comprehensive course design; Developing learning objectives; Building your academic portfolio; Motivating students to learn; and Classroom assessment techniques. Preparing for Effective Teaching Workshop, King Saud University. Riyadh, Saudi Arabia (2008)

7 principles of effective teaching; Art and science of effective lecturing; Multiple strategies for the evaluation of teaching. King Khalid University, Abha, Saudi Arabia (2007)

Active learning; Multiple strategies for the evaluation of teaching; 7 principles of effective teaching. King Saud University, Riyadh, Saudi Arabia (2007)

Art and science of effective lecturing; 7 principles of effective teaching. King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia (2007)

The 21st Century academic. Appalachian State University New Faculty and Staff Convocation (Keynote Speech) (2007)

Building your academic portfolio; Becoming a productive university; and, The importance of support for instructional and faculty development. King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia (2007)

On becoming a productive university (Keynote Address). First Arab World Faculty Development Conference, Faraya, Lebanon (2005)

Building your academic portfolio. University of Missouri New Faculty Teaching Scholars Retreat (2002—2008)

Comprehensive course design and development. University of Missouri New Faculty Teaching Scholars Fall Retreat (2003)

Building your teaching portfolio. St. Louis University School of Medicine, Department of Pediatrics (2003)

Building your academic portfolio (w/M. Miller). St. Louis University (1997-2003)

Applying what we know about learning to teaching. St. Louis University, School of Professional Studies (2002)

Creating interactive learning environments. William Jewell College (2002)

PROFESSIONAL PAPERS/PRESENTATIONS—REFEREED

A practical model for conducting helpful peer review; Departmental award for excellence in education: A tale of two countries (w/Noorma); Relationship between student feedback and participation in university teacher development programs (w/Sarv). International Consortium for Educational Development (ICED) Conference (2014)

Peer review adapted to an online world (w/Chaudhury, Ismail). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2014)

Continuous professional development: A powerful tool for a good accreditation visit (Pre-conference workshop w/Fink). Annual Meeting, Commission on Colleges of the Southern Association of Colleges and Schools (2008 and 2007)

How's it going? Reflecting on our work as faculty developers (Pre-conference workshop w/Fink, Brinko, Lochbaum). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2008)

Principles of mentorship and academic mentoring. Annual Meeting of the American College of Veterinary Pathologists (2008)

Teaching centers as agents of transformational change (w/Stanny, Nilson, Hill). Improving University Teaching 33rd International Conference (2008)

Educational development and institutional quality—Pre-conference workshop (w/Fink); Supporting new and junior faculty with year-long programs (w/Cohen, St. Clair). International Consortium for Educational Development (ICED) Conference (2008)

Academic developers in higher education: A professional development roadmap (w/Boyd, St. Clair). 32nd Annual POD Network Conference (2007).

Teaching and learning centers: A key to enhanced student learning, retention, and faculty development. Hawaii International Conference on Education (2007).

Professionalizing faculty and educational development (w/Wisdom, Debowski). 31st Annual POD Network Conference (2006).

Teaching/Learning Centers: A powerful tool for a good accreditation visit (Pre-conference workshop w/Fink). Annual Meeting, Commission on Colleges of the Southern Association of Colleges and Schools (2006 and 2005).

Faculty development: What it can do for accreditation at your kind of institution (w/Moon, Ortquist-Ahrens, Michelich, Williams, Moore). Annual Meeting, Commission on Colleges of the Southern Association of Colleges and Schools (2006 and 2005).

Graduate student perceptions of the balance between teaching and research. (w/Dillard, Buckley). American Society of Engineering Education Annual Conference. (2005). (Best student paper award).

On becoming a productive university: Strategies for reducing costs and increasing quality. (w/Miller, Taylor, Gaff, Riordan). American Association of College and Universities Annual Meeting. (2005).

The student versus University X: Are we not customers? (w/LaLopa, Hansen, Hunt, Robertson, Schmier, Schumacher, Singham, Theall, Nuhfer). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2004).

How's it going? Reflecting on our work as new developers (Pre-conference workshop w/Cohen, Ouellett, Santanello, Zubizaretta). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2004).

How's it going? Reflecting on our work as new developers (Pre-conference workshop w/Cohen, Stanley, Rando, Zubizaretta). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2003).

Student-assisted teaching: Methods & outcomes. International Conference on Student Learning. Hinckley, England (2003).

Graduate Student Training & Development: Good work in challenging times (w/Bellows & Border). American Association for Higher Education (2003).

The educational developer's portfolio (Pre-conference workshop w/J. Miller), New Faculty Teaching Scholars: Intersecting at the university system level; and Survey of the research on graduate education. Professional and Organizational Development Network in Higher Education (POD) Annual Conference (2001).

Student-assisted teaching and learning: Models, strategies and outcomes. International Consortium for Educational Development (ICED), Bielefeld, Germany (2000).

More student learning, less faculty work: An oxymoron? (w/D. DiBiasio & J. Miller). International Conference on the First Year Experience, Edinburgh, Scotland (1999).

The student as customer vs. the student as learner (w/M. Miller); When a quick yet thorough program review is needed (w/M. Miller); and, MUIIT: Using instructional technology to shape learning and teaching (w/ A. Martin). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (1997).

The process and outcomes of ITA program review (w/M. Miller). TESOL National Conference (1997).

Creating a faculty development data bank (w/Gustavson and M. Miller). Professional and Organizational Development Network in Higher Education (POD) Annual Conference (1996).

Collegiality in the classroom: Increasing educational quality through the use of cooperative and peer-assisted learning (w/J. Miller). 4th International Improving Student Learning Symposium, Bath, England (1996).

Managers of the learning process: Preparing future faculty to teach productively (w/DiBiasio & J. Miller). American Society for Engineering Education Annual Conference (1996).

Increasing educational quality at Worcester Polytechnic Institute. American Society for Engineering Education, New England Section (1995).

Increasing educational quality and faculty productivity through cooperative and peer assisted learning. American Society for Engineering Education Annual Conference (1995).

A comparative assessment of traditional lecture and active/cooperative instructional formats in an introductory material science course (w/Demetry). American Society for Engineering Education Annual Conference (1995).

Collegiality in the classroom: The use of Peer Learning Assistants in collaborative learning (w/J. Miller). National Center on Postsecondary Teaching, and Assessment Conference--What Works: Building Effective Collaborative Learning Experiences (1994).

Increasing educational quality and faculty productivity through cooperative learning and student-teacher collegiality. Seventh International Conference on the First Year Experience (1994).

Are four heads really better than one? A comparison of cooperative and traditional teaching formats in introductory biology course (w/J. Miller). Lilly Conferences on College Teaching-West (1994).

An integrated, cooperative learning oriented freshman civil engineering course (w/Hart). Conference on the Freshman Year Experience (1994).

A cooperative learning approach to educational quality and productivity in introductory biology (w/J. Miller). Conference on Cooperative Learning Strategies for Educational Quality and Productivity (1993).

Assessment of student outcomes: Two approaches (w/Sudworth). Conference on Science and Technological Education and the Freshmen Year Experience (1992).

An introduction to a talent development approach to the measurement of student outcomes. Frontiers in Education (IEEE/ASEE) Conference (1992).

Decision status regarding major and career and freshmen adjustment to college. Conference on the Freshmen Year Experience (1991).

Freshmen decidedness regarding academic major and career and adjustment to an engineering college. American Society for Engineering Education Conference (1991).

The Major Selection Program: Innovations for undecided freshmen (w/Harrity). Conference on the Freshmen Year Experience (1990).

Counseling services and the first year experience: A cross-cultural view (w/Magoon, Halstead). Fourth International Conference on the First Year Experience, St. Andrews, Scotland (1989).

Cases presenting difficulty psychological, ethical, and legal issues. Northeastern Counseling Center Directors Conference (1988).

Computers in college counseling centers (panel chair). Northeastern Counseling Center Directors Conference (1987).

Student recruitment, retention, and career patterns (w/Voss). American Society of Engineering Education New England Section Conference (1987).

Creating, managing and using research assessing student adjustment (w/Baker, etc.). American College Personnel Association Conference (1986).

Measuring adjustment to college. Northeastern Counseling Center Directors Conference (1985).

Emergency withdrawal and readmission procedures (Panel Chair). Association of University and College Counseling Center Directors Conference (1985).

Campus crisis questionnaire: Final report of the Crisis Task Force (w/Maierle, Korn, etc.). Association of University and College Counseling Center Directors Conference (1983).

Counseling needs assessment: Accountability before the fact (w/Atkins, Hagaseth). American Personnel and Guidance Association Conference (1983).

Comparison of college counseling needs priorities identified by students, faculty, parents, and college administrators. Association of University and College Counseling Center Directors Conference (1982).

Development of a wellness lifestyle. College Student Personnel Association of New York Conference (1982).

Eating disorders: Anorexia nervosa and bulimia. Northern Zone Personnel and Guidance Association Conference (1982).

Potsdam College wellness promotion program (w/Johnson). New York State Personnel and Guidance Association Conference (1981).

Understanding depression: Parallels to the grief cycle. New York State Personnel and Guidance Association Region III Conference (1981).

Crisis counseling (w/Atkins, Serota, et. al.). American Personnel and Guidance Association Conference (1973).

Crisis intervention: The Sumter model (w/Atkins, Serota, et. al.). South Carolina Personnel and Guidance Association Conference (1973).

PROFESSIONAL PAPERS/PRESENTATIONS—INVITED

Preconference Workshop: Student engagement: A multidimensional perspective. Teaching For Learning: The University Perspective. University of Tartu (2018)

Keynote Address: Applying research on learning to enhance our teaching. EdWeek Conference. College of Education, University of Missouri (2014)

Who are the faculty? Instructor training and development. Institute on Effective Teaching and Learning Practices for First-Year Students. National Resource Center, University of South Carolina (2013)

Plenary Address: Global perspectives on higher level learning: Perspectives from America. Forum: Education. Forward! North-Eastern Federal University. Yakutsk, Siberia, Russia (2013)

Ethics of teaching; Art & science of effective lecturing; Framework for understanding teaching and learning; Becoming an active and engaged learner. King Faisal University, Al-Ahsa, Saudi Arabia (2013)

Plenary Address: Global perspectives on higher learning: Perspectives from America and Estonia. Higher Learning Conference. Tallinn, Estonia (2013)

Plenary Address: The ethics of teaching and the teaching of ethics. 200th Anniversary Conference of the Tartu Health Care College. Tartu, Estonia (2011)

Plenary Address: Using technology to implement the seven principles of good teaching practice. Estonian Information Technology Association Annual Conference—Evolution of Learning from Ancient Times to the Digital Era. Parnu, Estonia (2011)

The academic portfolio; Small group instructional diagnosis; Directing and starting teaching centers. International Institute for New Faculty Developers (2011)

Plenary Address: Professional development of the university teacher: The U.S. experience. University Teaching as a Scholarship—The Baltic Conference on Teaching and Learning. Tartu, Estonia (2011)

Keynote Address: A framework for understanding college and university teaching. Georgia Conference on College and University Teaching. Kennesaw, GA (2010)

Starting out in leadership development: Developing universities and colleges by developing leaders. AAC&U/POD's Organizational Development Institute (w/DeZure). Washington, DC (2010)

How's it going? Reflection on our work: Preconference workshop; Sustaining and championing faculty development—In good times and bad. POD Annual Conference (2009)

Teaching and scholarship in Animal Sciences curricula: Challenges for adaptive leadership. Southern Section of the American Society of Animal Science (2009)

Closing Plenary—The 21st-Century academy and millennial learning: Implications for future practice. 28th International Lilly Conference on College Teaching (2008)

The power of feedback. Lilly Conference on College Teaching—North (2007)

Teaching and learning centers: A core retention strategy. Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention (2007)

The impact of mass higher education; Creating engaged learning. International Consortium of Educational Development (ICED) Council Meeting, University of Tartu, Estonia (2007)

POD and the Riddle of the Sphinx. Presidential Address. 2006 Professional and Organizational Development Network in Higher Education Annual Conference. www.podnetwork.org/conferences/2006/presaddress.htm (2006)

Positioning your teaching and learning center to support faculty who work in the New Academy. AAC&U Conference—Faculty Work and the New Academy: Emerging Challenges and Evolving Roles (2006)

Presidential Address: POD and the riddle of the sphinx. 31st Annual POD Network Conference (2006)

The importance of support for faculty and instructional development in an academic department. 6th Annual Fall Institute for Academic Deans and Department Chairs (2006)

Building a center for innovative teaching and learning, Southern Association of College and Schools-Commission On Colleges Summer Institute on Quality Enhancement and Accreditation (2006)

Teaching/learning centers: A core retention strategy. Noel-Levitz National Conference on Student Recruitment, Marketing and Retention (2006)

Creating engaged learning environments for today's college students. National teleconference presented by the National Center on the First Year Experience and Students in Transition, University of South Carolina (2004)

Creating engaged learning environments (Keynote). Focus on Teaching and Technology Conference, University of Missouri-St. Louis (2003)

Student-assisted teaching: Models, strategies & outcomes (w/J. Miller, M. Miller). International Conference on Innovation in Higher Education, Kiev, Ukraine (2003)

Co-Sponsorship: Collaboration, support, learning (w/Haeefele & Burgoyne). Colloquium on the Scholarship of Teaching and Learning: Collaborating for Change. Carnegie Foundation for the Advancement of Teaching/American Association for Higher Education (2003)

The student as customer vs. the student as learner. Advisors Forum Retreat. University of Missouri-Columbia (2003).

Creating engaged learning environments. University of Missouri-Rolla (2002)

Applying what we know about learning to teaching. St. Louis University, School of Professional Studies (2002)

Finding your place along the scholarly teaching—scholarship of teaching continuum (Plenary Session). Transformation in Higher Education Conference. University of Missouri-Kansas City (2001)

Applying what we know about human learning to social work field instruction. Collaborative Social Work Field Education Workshop, St. Louis (2000)

The meaning of metaphors: The student as customer vs. the student as learner (Plenary Session). STADIA Conference, Liverpool, England (1999)

Conversations of larger campuses: Challenges and designs (w/W. Bondeson). Carnegie Teaching Academy Colloquium. American Association for Higher Education (1999)

A model for understanding teaching and learning. Institute for Social Work Field Instruction, Columbia, MO (1998)

Counseling services and the first-year experience: A cross-cultural view—“back by popular demand”. Sixth International Conference on the First Year Experience (1993)

Body awareness: Theory and applications. Appalachian State University Symposium II: Love and Healing (1979)

Communication and group interaction (Keynote Speech). Tennessee Health Care Association Conference (1979)

UNIVERSITY COURSES TAUGHT LAST 3 ACADEMIC YEARS

2017—University of Tartu (Estonia)

Spring—Learning and Teaching in Higher Education (6 ECUs), Enrollment: 20

2017—Auburn University

Fall—HIED 7910: Practicum in College Teaching (3 graduate credits), Enrollment 13

2016-2017—Auburn University

Fall— HIED 7910: Practicum in University Teaching (3 graduate credits), Enrollment: 10

HIED 8500: The Professoriate (3 graduate credits), Enrollment: 14

HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 12

Spring—HIED 7910: Practicum in University Teaching (3 graduate credits), Enrollment: 13

HIED 8500: The Professoriate (3 graduate credits), Enrollment: 11

HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 16
2015-2016—Auburn University
Fall—HIED 7910: Practicum in University Teaching (3 graduate credits), Enrollment: 9
HIED 8500: The Professoriate (3 graduate credits), Enrollment: 21
HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 11
Spring—HIED 8500: The Professoriate (3 graduate credits), Enrollment: 13
HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 14

2015—University of Tartu (Estonia)

Fall—Learning and Teaching in Higher Education (6 ECUs), Enrollment: 29

2014-2015—Auburn University

Fall—HIED 8500: The Professoriate (3 graduate credits), Enrollment: 18
HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 14
Spring—HIED 8500: The Professoriate (3 graduate credits), Enrollment: 15
HIED 8510: Seminar in College Teaching (3 graduate credits), Enrollment: 12
HIED 7970: Special Topics—Global Perspectives on College & University Teaching (3 graduate Credits), Enrollment: 11

COURSES AND CURRICULA DEVELOPED

Auburn University

HIED 7970: Special Topics—Global Perspectives on College & University Teaching (Graduate, 3 credits)
HIED 7910: Practicum in College Teaching (Graduate, 3 credits)
HIED 8510: Seminar in College Teaching (Graduate, 3 credits)
HIED 8500: The Professoriate (Graduate, 3 credits)
GRAD 8950 and 8960: Preparing Future Faculty Seminar I & II, (Graduate, 1 credit each)
GRADUATE CERTIFICATE IN COLLEGE/UNIVERSITY TEACHING: 12 hour interdisciplinary graduate minor which includes courses in college teaching, faculty roles and responsibilities, learning/higher education/educational psychology, and a supervised college teaching practicum.

University of Tartu (Estonia)

Learning and Teaching in Higher Education (Graduate, 6 European Credit Units)

University of Missouri-Columbia

PSYCH 301: Cross-Cultural Psychology (Undergraduate, 3 credits)
EL 408: Graduate Teaching Scholars Seminar (Graduate, 3 credits)
GRS 410 and 411: Preparing Future Faculty Seminar I & II (Graduate, 1 credit each)
GRADUATE MINOR IN COLLEGE TEACHING: 12 hour interdisciplinary graduate minor which includes courses in college teaching, faculty roles and responsibilities, learning/higher education/educational psychology, and a supervised college teaching practicum.

FUNDED GRANTS RELATING TO TEACHING

Planning Grant for Biological Engineering (w/Taylor, Roberts, Duke, Fasina). National Science Foundation. Grant Period: 08/01/05 – 07/31/06. Amount funded: \$99,875. Percent of effort: 8% (1 month support). Responsibilities: Curriculum development.

Chemistry is in the News (Glaser, PI). National Science Foundation. Grant period: 6/1/03 - 5/31/05. Amount funded: \$335,000. Percent of effort: 8% (1 month support). Responsibilities: Instructional, training, and assessment coordinator; conference developer.

Teaching Ethics and Survival Skills. NIH and the University of Pittsburgh. Grant period: 10/1/01- 8/1/02. Amount funded: \$2,000. Responsibilities: Workshop leader.

Chemistry is in the News (Glaser, PI). The Camille and Henry Dryfus Foundation. Grant period: 6/1/01- 8/31/02. Amount funded: \$25,000 (with \$12,000 matching funds from MU Office of Research and Department of Chemistry). Percent of effort: 5%. Responsibilities: Workshop leader and curriculum consultant.

A project-based, spiral curriculum for Chemical Engineering (Clark & DiBiasio, PIs). Fund for the Improvement of Postsecondary Education. Grant period: 9/1/96-8/31/99. Amount funded: \$282,368. Percent of effort: 5%. Responsibilities: Assessment and process consultant.

Application of peer learning to the introductory computer science curriculum (Wills, PI). National Science Foundation. Grant period: 6/1/96-5/31/98. Amount funded: \$56,521. Percent effort: 5%. Responsibilities: Assessment coordinator and workshop presenter and development consultant.

Student-teacher collegiality: A program to increase educational quality and faculty productivity (Co-Principal Investigator w/Miller). Davis Educational Foundation. Grant period: 7/1/92-12/31/97. Amount funded: \$768,814. Percent effort: 50%. Responsibilities: Project administrator, training, curriculum and faculty development specialist, assessment coordinator.

Light, vision and understanding: A thematic approach to exploring the relations between the sciences and the humanities (Weininger, Samson, PIs). The Fund for the Improvement of Postsecondary Education. Grant period: 1/1/93-6/30/94. Amount funded: \$38,000. Percent effort: 5%. Responsibilities: Assessment and process consultant.

Revised 01/28/18