

# Jill D. Salisbury-Glennon, Ph.D.

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## Education

Ph.D. 1996	The Pennsylvania State University	Educational Psychology
M.S. 1994	The Pennsylvania State University	Educational Psychology
B.S. 1991	The State University of New York at Oswego	Psychology Honors Program

## Positions Held

Fall 2023-	<b>Professor</b> , Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University
Spring 2009- Spring 2010	<b>Program Chair</b> , Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University
Fall 2002- Summer 2023	<b>Associate Professor</b> , Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University
Fall 1997- Spring 2002	<b>Assistant Professor</b> , Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University

## Additional Experiences

- Spring 1997      **Program Coordinator**, The Learning Edge Academic Program (LEAP),  
The Schreyer Institute for Innovation in Learning, The Pennsylvania  
State University
- Fall 1996      **Fixed-term Assistant Professor**, Program in Educational Psychology,  
The Pennsylvania State University  
*Course taught: Undergraduate-level Educational Psychology*
- Summer 1996      **Instructor**, The Comprehensive Studies Program, Office of Educational  
Equity, The Pennsylvania State University  
*Course taught: How to Succeed in College- Upward Bound*
- Fall 1995      **Instructor**, Program in Educational Psychology, The  
Pennsylvania State University  
*Course taught: Undergraduate-level Educational Psychology*
- 1994-1995      **Research Assistant**, *Medical Students' Self-Regulated Learning in a  
Problem-Based Learning Curriculum Project*, The Pennsylvania State  
University
- 1994      **Instructor**, Program in Educational Psychology, The Pennsylvania State  
University  
*Course taught: Undergraduate-level Individual Differences in Education*
- 1993-1996      **Instructor**, Independent/Distance Learning Program, The Pennsylvania State  
University  
*Course taught: Undergraduate- level Educational Psychology*
- Summer 1993,  
Summer 1994      **Instructor**, The Pennsylvania State University Altoona Campus  
*Course taught: Undergraduate-level Educational Psychology*
- 1992      **Research Assistant**, *Attachment Project*, Department of Psychology, The  
Pennsylvania State University
- 1991-1993      **Graduate Teaching Assistant**, Program in Educational Psychology, The  
Pennsylvania State University  
*Course taught: Undergraduate-level Educational Psychology*
- Summer 1991      **Mental Health Worker**, Summer Treatment Program for Children with  
ADD/ADHD, Western Psychiatric Institute and Clinic, University of  
Pittsburgh School of Medicine

1989-1990                    **Undergraduate Teaching Assistant**, Department of Psychology, The State University of New York at Oswego  
*Course taught: Introductory Psychology*

## **Courses Taught at Auburn University**

FOUN 3100, 3500    Undergraduate-level Child Development, Learning, Motivation and Assessment (Introductory Educational Psychology)

FOUN 3110, 3120    Undergraduate-level Adolescent Development, Learning, Motivation and Assessment (Introductory Educational Psychology)

FOUN 6100            Master's-level Educational Psychology and Assessment

EPSY 7400            Graduate-level Educational Psychology and Educational Implications

EPSY 7410            Graduate-level The Individual in the Teaching-Learning Process (Life-Span Human Development)

EPSY 7420            Graduate-level Learning Theory and Educational Practice

EPSY 7430            Graduate-level Motivation and Achievement

FOUN 721             Doctoral-level Cognition and Instruction

FOUN 7970            Doctoral-level Learning and Individual Differences (with emphasis on Self-Regulated Learning)

EPSY 8440            Doctoral-level Educational Psychology Apprenticeship Seminar

EPSY 8640            Doctoral-level Educational Psychology Teaching Apprenticeship Seminar

## Allocation of Time

<b>Year</b>	<b>Teaching</b>	<b>Research</b>	<b>Service</b>	<b>Outreach</b>
<b>2025</b>	60%	30%	05%	05%
<b>2024</b>	60%	30%	05%	05%
<b>2023</b>	60%	25%	7.5%	7.5%
<b>2022</b>	48%	25%	12%	15%
<b>2021</b>	48%	25%	15%	12%
<b>2020</b>	60%	20%	20% Service/Outreach	
<b>2019</b>	60%	20%	20% Service/Outreach	
<b>2018</b>	60%	20%	15%	05%
<b>2017</b>	60%	20%	20% Service/Outreach	
<b>2016</b>	60%	20%	15%	05%
<b>2010-2015</b>	60%	20%	15%	05%
<b>2009</b>	65%	25%	05%	05%
<b>2008</b>	65%	25%	05%	05%
<b>2007</b>	80%	10%	10%	00%
<b>1997-2007</b>	80%	20%	00%	00%

## Selected Honors and Awards

- 2021-2022      **Chair**, The American Educational Research Association (AERA) Special Interest Group (SIG) Studying and Self-Regulated Learning
- 2020            **Recipient**, *The Emily and Gerald Leischuck Award for Excellence in Undergraduate Teaching*, The College of Education, Auburn University
- 2011–2017     **Senior Personnel**, *Auburn University Evaluation Team for the Nano Bio Science NSF Grant* obtained through a partnership with Tuskegee University. Other faculty members who were on this NSF grant-funded evaluation team include: Dr. Joni Lakin, Dr. Margaret Ross, Dr. David Shannon, Dr. Chih-hsuan Wang, as well as a team of graduate students.
- 2011            **External Advisory Board Member**, Grant proposal entitled: *Collaborative Research: Examining Engineering Students' Development as Lifelong Learners*. Grant coordinated by a colleague at Bucknell University, Dr. Candice Stefanou
- 2010            Selected as one of five **Outstanding Graduate Mentors**, The Graduate School, Auburn University, Auburn AL
- 2008            **Co-Recipient**, National Extension Association of Family and Consumer Alabama Affiliate Excellence through Research Award: Parmer, S. M., Struempler, B., Salisbury-Glennon, J. D., & Shannon, D. M. (2008). School gardens: An Experiential learning nutrition education program to increase fruit and vegetable knowledge, preference and consumption among second grade students.
- 2005            Selected as one of the “**Top 40 Alumni Under 40**” by The State University of New York College at Oswego Alumni Association
- 2004            **Recipient**, *The Emily and Gerald Leischuck Award for Excellence in Graduate Teaching*, The College of Education, Auburn University
- 2002            **Co-Recipient**, *AERA (American Educational Research Association) Division I- Outstanding Research Publication for 2001*: Evensen, D. H., Salisbury-Glennon, J. D., & Glenn, J. G. (2001). A qualitative study of six medical students in a problem-based learning curriculum: Toward a model of situated self-regulation. *Journal of Educational Psychology*, 93(4).

- 1998                    **Co-Recipient**, Salisbury-Glennon, J. D., and Mathews, J. G. (1998)  
College of Education Outreach Grant, Auburn University: *Tutoring At  
Risk Students Through Service Learning: A Partnership Between Auburn  
University and Loachapoka High School* \$2075
- 1995                    **Recipient**, *College of Education Graduate Research Grant*, The  
Pennsylvania State University
- 1994                    **Recipient**, *The Wilson Graduate Scholarship in Education*, The  
Pennsylvania State University

## **Funded Grant Proposals**

- 2022                    **The FoodMASTER initiative: Supporting the STEM learning pipeline for  
underserved, minority youth through informal science learning  
environments** (Project ID: R25GM129216, sub-award). Total funded for \$1,  
207, 888, subaward for \$70,000. National Institutes of Health (NIH) SEPA.  
PI: Dr. Melanie Duffrin.
- 2011-2017            **The Nano-Bio Partnership for the Alabama Black Belt Region**, Program  
Evaluation Sub-award (Award # 1102997). Drs. Margaret Ross and Joni  
Lakin Co-PIs, other team members include: Dr. David Shannon and Dr.  
Chih-hsuan Wang. Award- \$9,999,999, subaward \$875,000. Dr. Shaik  
Jeelani, PI.
- 1998                    **College of Education Outreach Grant**, Auburn University. *Tutoring At  
Risk Students Through Service Learning: A Partnership Between Auburn  
University and Loachapoka. Loachapoka High School* \$2075.

## **Professional Organizations**

**Member,** American Educational Research Association (AERA) (Since 1993)

**Member,** American Educational Research Association (AERA),  
Division C

**Member,** AERA Special Interest Group, Studying and Self-Regulated  
Learning

**Member,** AERA Special Interest Group, Motivation in Education

**Member,** AERA Special Interest Group, Teaching Educational  
Psychology

**Member,** American Psychological Association (APA) (Since 1998)

**Member,** American Psychological Association (APA), Division 15  
Educational Psychology

**Member,** Southeastern Educational Research Association (MSERA)

## Course Evaluations 2012- 2025

Course	Course Title	Hours	Size	Avg. Evaluation
FOUN 3100 Fall 2025	Child Development, Learning, Motivation and Assessment	6	17	<b>5.71</b>
FOUN 3500 Fall 2025	Development, Learning, and Motivation	3	23	<b>5.90</b>
EPSY 7410 Summer 2025	The Individual in the Teaching Learning Process	3	08	001- <b>6.00</b> D01- <b>NA</b>
EPSY 7420 Summer 2025	Learning Theory and Educational Practice	3	11 01	001- <b>6.00</b> D01- <b>6.00</b>
EPSY 7430 Summer 2025	Motivation and Achievement	3	09 02	001- <b>5.80</b> D01- <b>6.00</b>
EPSY 8640 Spring 2025	Educational Psychology Teaching Apprenticeship	3	06	<b>5.43</b>
FOUN 3100 Spring 2025	Child Development, Learning, Motivation and Assessment	6	18	<b>6.00</b>
FOUN 3000 Fall 2024	Diversity of Learners and Settings	3	18	<b>5.90</b>
FOUN 3100 Fall 2024	Child Development, Learning, Motivation and Assessment	6	27	<b>5.87</b>
EPSY 7430 Summer 2024	Motivation and Achievement	3	04 06	001- <b>6.00</b> D01- <b>6.00</b>
EPSY 7420 Summer 2024	Learning Theory and Educational Practice	3	08 02	001- <b>5.90</b> D01- <b>6.00</b>
EPSY 7410 Summer 2024	The Individual in the Teaching Learning Process	3	07 02	001- <b>6.00</b>
FOUN 3100 Spring 2024	Child Development, Learning, Motivation and Assessment	6	18	<b>5.89</b>
EPSY 8640 Fall 2023	Educational Psychology Teaching Apprenticeship	3	06	<b>5.43</b>
FOUN 3100 Fall 2023	Child Development, Learning, Motivation and Assessment	6	14	<b>5.59</b>
EPSY 7410 Summer 2023	The Individual in the Teaching Learning Process	3	13 04	001- <b>5.70</b> D01- <b>6.00</b>
EPSY 7420 Summer 2023	Learning Theory and Educational Practice	3	12 04	001- <b>5.80</b> D01- <b>6.00</b>

EPSY 7430 Summer 2023	Motivation and Achievement	3	02 03	<b>001-6.00</b> <b>D01-6.00</b>
FOUN 3100 Spring 2023	Child Development, Learning, Motivation and Assessment	6	24	<b>5.60</b>
FOUN 3100 Fall 2022	Child Development, Learning, Motivation and Assessment	6	24	<b>4.60</b>
EPSY 7430 Summer 2022	Motivation and Achievement	3	25	<b>5.93</b>
FOUN 3120 Summer 2022	Adolescent Development, Learning, Motivation and Assessment	3	24	<b>5.50</b>
FOUN 3100 Spring 2022	Child Development, Learning, Motivation and Assessment	6	25	<b>5.89</b>
FOUN 3100 Fall 2021	Child Development, Learning, Motivation and Assessment	6	25	<b>5.99</b>
EPSY 7410 Summer 2021	The Individual in the Teaching Learning Process	3	06	<b>5.97</b>
EPSY 7420 Summer 2021	Learning Theory and Educational Practice	3	05	<b>5.47</b>
EPSY 7430 Summer 2021	Motivation and Achievement	3	12	<b>5.57</b>
FOUN 3100 Spring 2021	Child Development, Learning, Motivation and Assessment	6	26	<b>5.33</b>
EPSY 8640 Fall 2020	Educational Psychology Teaching Apprenticeship	3	07	<b>5.83</b>
FOUN 3100 Fall 2020	Child Development, Learning, Motivation and Assessment	6	24	<b>5.40</b>
EPSY 7410 Summer 2020	The Individual in the Teaching Learning Process	3	09	<b>5.24</b>
EPSY 7420 Summer 2020	Learning Theory and Educational Practice	3	07	<b>5.61</b>
EPSY 7430 Summer 2020	Motivation and Achievement	3	09	<b>5.81</b>
EPSY 8640 Fall 2019	Educational Psychology Teaching Apprenticeship	3	02	<b>6.00</b>
EPSY 7400 Fall 2019	Educational Psychology and Educational Implications	3	06	<b>5.79</b>
FOUN 3100 Fall 2019	Child Development, Learning, Motivation and Assessment	6	17	<b>5.57</b>
EPSY 7410 Summer 2019	The Individual in the Teaching and Learning Process	3	02	<b>6.00</b>
EPSY 7420 Summer 2019	Learning Theory and Educational Practice	3	06	<b>5.71</b>
FOUN 7430 Summer 2019	Motivation and Achievement	6	17	<b>5.89</b>

FOUN 3100 Spring 2019	Child Development, Learning, Motivation and Assessment	6	26	<b>6.00</b>
EPSY 8640 Fall 2018	Educational Psychology Teaching Apprenticeship	3	02	<b>6.00</b>
EPSY 7400 Fall 2018	Educational Psychology and Educational Implications	3	06	<b>5.87</b>

FOUN 3100 Fall 2018	Child Development, Learning, Motivation and Assessment	6	17	<b>5.91</b>
EPSY 7410 Summer 2018	The Individual in the Teaching and Learning Process	3	14	<b>5.71</b>
EPSY 7420 Summer 2018	Learning Theory and Educational Practice	3	01	<b>6.00</b>
FOUN 3120 Summer 2018	Adolescent Development, Learning Motivation and Assessment	3	10	<b>5.80</b>
FOUN 3100 Spring 2018	Child Development, Learning, Motivation and Assessment	6	23	<b>5.51</b>
FOUN 3100 Fall 2017	Child Development, Learning, Motivation and Assessment	6	25	<b>5.33</b>
EPSY 7400 Fall 2017	Educational Psychology and Educational Implications	3	11	<b>5.97</b>
EPSY 7410 Summer 2017	The Individual in the Teaching and Learning Process	3	06	<b>5.72</b>
EPSY 7430 Summer 2017	Motivation and Achievement	3	11	<b>5.92</b>
FOUN 3100 Spring 2017	Child Development, Learning, Motivation and Assessment	6	24	<b>5.61</b>
FOUN 3100 Fall 2016	Child Development, Learning, Motivation and Assessment	6	25	<b>5.50</b>
EPSY 7400 Fall 2016	Educational Psychology and Educational Implications	3	11	<b>5.88</b>
EPSY 7410 Summer 2016	The Individual in the Teaching and Learning Process	3	16	<b>5.48</b>
EPSY 7420 Summer 2016	Learning Theory and Educational Practice	3	07	<b>5.89</b>
FOUN 3100 Spring 2016	Child Development, Learning, Motivation and Assessment	6	24	<b>5.71</b>
FOUN 3100 Fall 2015	Child Development, Learning, Motivation and Assessment	6	21	<b>5.49</b>
EPSY 7400 Fall 2015	Educational Psychology and Educational Implications	3	04	<b>5.59</b>
EPSY 7410 Summer 2015	The Individual in the Teaching and Learning Process	3	14	<b>5.43</b>

EPSY 7430 Summer 2015	Motivation and Achievement	3	12	<b>5.48</b>
FOUN 3100 Spring 2015	Child Development, Learning, Motivation and Assessment	6	23	<b>5.48</b>
FOUN 3100 Fall 2014	Child Development, Learning, Motivation and Assessment	6	24	<b>5.66</b>
EPSY 7400 Fall 2014	Educational Psychology and Educational Implications	3	06	<b>5.47</b>
EPSY 7410 Summer 2014	The Individual in the Teaching and Learning Process	3	09	<b>5.54</b>
EPSY 7420 Summer 2014	Learning Theory and Educational Practice	3	08	<b>5.83</b>
FOUN 3100 Spring 2014	Child Development, Learning, Motivation and Assessment	6	26	<b>5.40</b>
FOUN 3100 Fall 2013	Child Development, Learning, Motivation and Assessment	6	25	<b>5.84</b>
EPSY 8640 Fall 2013	Educational Psychology Learning and Instruction Apprenticeship	3	12	<b>5.39</b>
EPSY 7410 Summer 2013	The Individual in the Teaching Learning Process	3	16	<b>5.59</b>
EPSY 7430 Summer 2013	Motivation and Achievement	3	07	<b>5.78</b>
FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
EPSY 7410 Summer 2014	The Individual in the Teaching and Learning Process	3	09	<b>5.54</b>
EPSY 7420 Summer 2014	Learning Theory and Educational Practice	3	08	<b>5.83</b>
FOUN 3100 Spring 2014	Child Development, Learning, Motivation and Assessment	6	26	<b>5.40</b>
EPSY 7410 Summer 2014	The Individual in the Teaching and Learning Process	3	09	<b>5.54</b>
EPSY 7420 Summer 2014	Learning Theory and Educational Practice	3	08	<b>5.83</b>
FOUN 3100 Spring 2014	Child Development, Learning, Motivation and Assessment	6	26	<b>5.40</b>
FOUN 3100 Fall 2013	Child Development, Learning, Motivation and Assessment	6	25	<b>5.84</b>
EPSY 8640 Fall 2013	Educational Psychology Learning and Instruction Apprenticeship	3	12	<b>5.39</b>
EPSY 7410 Summer 2013	The Individual in the Teaching Learning Process	3	16	<b>5.59</b>
EPSY 7430 Summer 2013	Motivation and Achievement	3	07	<b>5.78</b>

FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
EPSY 7410 Summer 2014	The Individual in the Teaching and Learning Process	3	09	<b>5.54</b>
EPSY 7420 Summer 2014	Learning Theory and Educational Practice	3	08	<b>5.83</b>
FOUN 3100 Spring 2014	Child Development, Learning, Motivation and Assessment	6	26	<b>5.40</b>
FOUN 3100 Fall 2013	Child Development, Learning, Motivation and Assessment	6	25	<b>5.84</b>
EPSY 8640 Fall 2013	Educational Psychology Learning and Instruction Apprenticeship	3	12	<b>5.39</b>
EPSY 7410 Summer 2013	The Individual in the Teaching Learning Process	3	16	<b>5.59</b>
EPSY 7430 Summer 2013	Motivation and Achievement	3	07	<b>5.78</b>
FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
FOUN 3100 Fall 2012	Child Development, Learning, Motivation and Assessment	6	25	<b>5.26</b>
EPSY 7400 Fall 2012	Educational Psychology and Educational Implications	3	13	<b>5.39</b>
FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
FOUN 3100 Spring 2013	Child Development, Learning, Motivation and Assessment	6	27	<b>5.12</b>
FOUN 3100 Fall 2012	Child Development, Learning, Motivation and Assessment	6	25	<b>5.26</b>
EPSY 7400 Fall 2012	Educational Psychology and Educational Implications	3	13	<b>5.39</b>
EPSY 8640 Fall 2012	Educational Psychology Learning and Instruction Apprenticeship	3	01	<b>6.00</b>
EPSY 7410 Summer 2012	The Individual in the Teaching- Learning Process	3	18	<b>5.40</b>
EPSY 7420 Summer 2012	Learning Theory and Educational Practice	3	13	<b>5.47</b>
FOUN 3100 Spring 2012	Child Development, Learning, Motivation and Assessment	6	26	<b>5.64</b>

\*Note: This list of courses just reflects the years 2012-Present, however, I have been teaching at AU since 1997. This data only goes back to 2012 because that is what is available on the AUeValuate course evaluation system. I also have paper copies of teaching evaluations dating back to 1997 which are also excellent. Since I have been at Auburn University, I have taught well over 2500 students.

\* My overall mean evaluation score for all of the 97 courses that I have taught since 2012 (both graduate and undergraduate) is a 5.68/6.00.

# Publications

## Articles in Refereed Journals

1. Kitsantas, A., Bembenuity, H., Cleary, T. J., Alexander, P. A., DiBenedetto, M. K., Kaplan, A., Kolovelonis, A., Mandell, B. E., Martin, A. J., McCrudden, M. T., Panadero, E., **Salisbury-Glennon, J. D.**, Schunk, D. H. (2025). Barry J. Zimmerman's enduring legacy: The inspiring fusion of self-regulated learning theory, practice, and mentorship. *Educational Psychology Review*, 37 (78). <https://doi.org/10.1007/s10648-025-10052-0>
2. \*Dai, Y., \*Petri, J. M., **Salisbury-Glennon, J. D.**, Luan, L., Wang, Y., & Weathers, F. W. (2024). Initial psychometric evaluation and cross-cultural generalization of the Resilience Evaluation Scale (RES) in college students. *Discover Psychology*, 4(1), 1-11. <https://doi.org/10.1007/s44202-024-00137-2>
3. Wang, C. -H., Cardullo, V., Burton, M., Serafini, A., & **Salisbury-Glennon, J. D.** (2023). Teaching online during COVID-19: Teacher self- efficacy and the extended technology acceptance model. *The Journal of Educators Online* 20(2). <https://doi.org/10.9743/JEO.2023.20.2.14>
4. \*Jang, H. -S., \*Dai, Y., Strunk, K. K., & **Salisbury-Glennon, J. D.** (2022). Investigating mastery-avoidance goals using the achievement goal questionnaire for sports (AGQ-S): A meta-analytic confirmatory factor analysis (MA-CFA). *Current Psychology*. <https://doi.org/10.1007/s12144-022-03768-7>
5. Wang, C. -H., **Salisbury-Glennon, J. D.**, \*Dai, Y., \*Lee, S., & \*Dong, J. D. (2022). Empowering college students to decrease digital distraction through the use of self-regulated learning strategies. *Contemporary Educational Technology*, 14(3), ep388, 1-16. <https://doi.org/10.30935/cedtech/12456>
6. \*Shepherd-Jones, A. R., & **Salisbury-Glennon, J.D.** (2018). Perceptions matter: The correlation between teacher motivation and principal leadership styles. *The Journal of Research in Education* 28 (2), 93-131. <https://eric.ed.gov/?id=EJ1201598>
7. \*Kelley, M. J., & **Salisbury-Glennon, J. D.** (2016). The role of self-regulation in doctoral students' status of all but dissertation (ABD). *Innovative Higher Education*, 41 (1), 87–100. <https://doi-org /10.1007/s10755-015-9336-5>.

8. Shannon, D. M., **Salisbury-Glennon, J. D.**, & \*Shores, M. (2012). Examining the relationships among classroom goal structure, achievement goal orientation, motivation and self-regulation for ethnically diverse learners. *The Journal of Research in Education*, 22 (2), 136-168. <https://eric.ed.gov/?id=EJ1098427>
9. \*Parmer, S. M., **Salisbury-Glennon, J. D.**, Shannon, D. M., & Struempfer, B. (2009). The effects of an experiential learning model of education on second grade students' fruit and vegetable knowledge, preference and consumption. *Journal of Nutrition Education and Behavior*, 41, 212–217. <https://doi.org/10.1016/j.jneb.2008.06.002>.
10. Ross, M. E., Green, S. B., **Salisbury-Glennon, J. D.**, & Tollefson, N. (2006). College students' study strategies as a function of testing: An investigation into metacognitive self- regulation. *Innovative Higher Education*, 30 (5), 361-375. <https://doi.org/10.1007/s10755-005-9004-2>
11. Ross, M. E., **Salisbury-Glennon, J. D.**, Guarino, A., Reed, C. J., & \*Marshall, M. (2003). Situated self-regulation: Modeling the interrelationships among instruction, assessment, learning strategies, and academic performance. *Educational Research and Evaluation*, 9 (2), 189–209. <https://doi.org/10.1076/edre.9.2.189.14211>
12. \*Cisneros, R., **Salisbury-Glennon, J. D.**, & Anderson-Harper, H. (2002). The status of PBL research in pharmacy education: A call for future research. *American Journal of Pharmaceutical Education*, 66, 19–26.
13. Stefanou, C. R., & **Salisbury-Glennon, J. D.** (2002). Developing college students' motivation and cognitive learning strategies through an undergraduate learning community. *Learning Environments Research*, 5, 77–97. <https://doi.org/10.1023/A:1015610606945>
14. Ross, M. E., Shannon, D. M., **Salisbury-Glennon, J. D.**, & Guarino, A. J. (2002). The Patterns of Adaptive Learning Survey: A comparison across grade levels. *Educational and Psychological Measurement*, 62 (3), 483–497. <https://doi.org/10.1177/00164402062003006>
15. **Salisbury-Glennon, J. D.**, Young, A. J., & Stefanou, C. R. (2001). Creating contexts for motivation and self-regulated learning in the college classroom. *Journal on Excellence in College Teaching*, 12 (2), 19–35.

16. Evensen, D. H., **Salisbury-Glennon, J. D.**, & Glenn, J. G. (2001). A qualitative study of six medical students in a problem-based learning curriculum: Toward a model of situated self-regulation. *Journal of Educational Psychology*, 93(4). (Article selected as the Outstanding Research Publication for 2001 by AERA Division I).

<https://doi.org/10.1037/0022-0663.93.4.659>

17. Logan, C. R., **Salisbury-Glennon, J. D.**, & Spence, L. D. (2000). The Learning Edge Academic Program: Toward a community of learners. *Journal of the First-Year Experience and Students in Transition*, 12 (1), 77-104.

<https://doi.org/10.65005/154230700813695628>

18. **Salisbury-Glennon, J. D.**, & Stevens, R. J. (1999). Addressing preservice teachers' conceptions of motivation. *Teaching and Teacher Education*, 15, 741–752.

[https://doi.org/10.1016/S0742-051X\(99\)00023-2](https://doi.org/10.1016/S0742-051X(99)00023-2).

19. Evensen (Deegan), D. H., **Salisbury, J. D.**, & Meyer, B. J. F. (1997). Curricular decision making in the first year of medical education: What can it tell us? *Teaching and Learning in Medicine*, 9 (2), 103–110. <https://doi.org/10.1080/10401339709539823>

20. Glenn, J., Eslinger, P., Chinchilli, V., Eitington, N. J., Martel, J., **Salisbury, J.**, Karwacki, M., & Deegan, D. (1997). Validation of a questionnaire to screen university students for learning disabilities. *Advances in Health Sciences Education*, 2 (3), 213–220.

<https://doi.org/10.1023/A:1009799811690>

## Peer Reviewed Book Chapters

1. \*Dong, J., \*Manning, K. Q., \*Dai, Y., Wang, C.-H., **Salisbury-Glennon, J. D.**, Marshall, D., & \*Trammell, D. (2025). Gender differences in graduate students' adjustment, mental health, motivation, and learning strategies during the COVID-19 global pandemic. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 411-434). Charlotte, NC: Information Age Publishing, Inc.

2. **Salisbury-Glennon, J. D.**, Wang, C.-H., Shannon, D. M., \*Dai, Y., & \*Armstrong, I. (2025). Introduction: Examining the cognitive and psychological effects of the COVID-19 Global Pandemic on high school, college, and graduate learners. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 2-9). Charlotte, NC: Information Age Publishing, Inc.

3. **Salisbury-Glennon, J. D.**, Wang, C.-H., Shannon, D. M., & \*Dai, Y. (2025). Examining the cognitive and psychological effects of the COVID-19 Global Pandemic on high school, college, and graduate learners: What have we learned and how can we be better prepared for the future? In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 507-528). Charlotte, NC: Information Age Publishing, Inc.
4. Wang, C.-H., \*Dai, Y., \*Dong, J., \*Manning, K. Q., **Salisbury-Glennon, J. D.**, Tseng, C.-M., & Marshall, T. (2025). The effects of mental health, motivation, and learning strategies on high school students' grades during COVID-19. In J. D. Salisbury-Glennon, C.-H. Wang, & D. M. Shannon (Eds.), *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners* (pp. 65-82). Charlotte, NC: Information Age Publishing, Inc.
5. **Salisbury-Glennon, J. D.**, Wang, C. -H., Shannon, D. M., Wong, D. W., Wong Hernandez, L., & Dai, Y. (2025). Introduction: Instructional survival in the midst of the perfect storm: The experiences of K-12 teachers during the COVID-19 global pandemic. In J. D. Salisbury-Glennon, C. -H. Wang & D. M. Shannon (Eds.), *Instructional Survival in the Midst of the Perfect Storm: The Experiences of K-12 Teachers During the COVID-19 Global Pandemic* (pp. 1-8). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83708-504-020251002>
6. \*Jang, H -S., \*Dai, Y., & **Salisbury-Glennon, J. D.** (2023). Culturally-based interpretations of motivation and learning strategies between The United States and South Korea. In P. Fossa & C. Cortes-Rivera (Eds.), *Affectivity and learning: Bridging the gap between neurosciences, cultural and cognitive psychology* (pp. 247-266). Springer. [https://doi.org/10.1007/978-3-031-31709-5\\_14](https://doi.org/10.1007/978-3-031-31709-5_14)
7. Dai, Y., \*Jang, H. S., **Salisbury-Glennon, J. D.**, Wang, C. H. & Strunk, K. K. (2022). A cross-cultural comparison of college students' self-efficacy, self-regulation, and resilience between the U.S. and China during the COVID-19 pandemic. In Mervio, M. (Ed.), *Handbook of Research on Interdisciplinary Studies on Healthcare, Culture and the Environment* (pp. 21-40). IGI Global. <https://doi.org/10.4018/978-1-7998-8996-0.ch002> ISBN10: 978-1-79988-996-0
8. Faidley, J., Evensen, D., **Salisbury-Glennon, J. D.**, & Glenn, J.G. (2000). Students' perceptions and non-participant observations of problem-based learning group performance: An exploratory study. In Evensen, D. H., & Hmelo, C. E. (Eds.), *Problem-based Learning: Research perspectives on learning interactions*. Hillsdale, NJ: Lawrence Erlbaum Associates.
9. Stevens, R. J., & **Salisbury, J. D.** (1997). Accommodating student heterogeneity through cooperative learning. In J. W. Lloyd, E. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities*. Hillsdale, NJ: Lawrence Erlbaum Associates.

## Books

1. **Salisbury-Glennon, J. D.**, Wang, C. -H., & D. M. Shannon (Eds.) (2025a). *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic on High School, Undergraduate and Graduate Learners*. Emerald Publishing, formerly IAP Information Age Publishing. <https://doi.org/10.1108/979-8-88730-897-5>
2. **Salisbury-Glennon, J. D.**, Wang, C. -H., & D. M. Shannon (Eds.) (2025b). *Instructional Survival in the Midst of the Perfect Storm: The Experiences of K-12 Teachers During the COVID-19 Global Pandemic*. Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83708-504-020251002>

## Reports

1. Gorrell, J.J., Sanders, S W., Kamen, M., **Salisbury-Glennon, J. D.**, & Akey, T. M. (1998). *Evaluation of Celebration School: 1997-1998*. A report submitted to Celebration School, Celebration, Florida by The Auburn University Celebration Evaluation Team.

## Monographs

1. Ross, M. E., Reed, C., **Salisbury-Glennon, J. D.**, Madden, J., McGee, C., McCord, D., Henderson, L., Smith, L., Burton, D., Guice, N., & Green, D. (2001). *Loachapoka elementary school and Auburn University PDS partnership. Celebrating Auburn University partnership networks: Uniting to enhance teaching and learning from preschool through graduate education*.

## Conference Proceedings

1. Yoo, H. A. & **Salisbury-Glennon, J. D.** (2025). *Applying Situated Learning Theory to Convergence Apparel Design Curricula*. International Textile and Apparel Association Annual Conference Proceedings 81(1), <https://doi.org/10.31274/itaa.18619>

## Manuscripts Under Review

1. \*Sivashankar, P., & **Salisbury-Glennon, J. D.** (Under Review). Implications of self-determination theory for students' academic engagement: A bibliometric review.
2. \*Dong, J. D., Wang, C. -H., & **Salisbury-Glennon, J. D.** (Under Review). Media multitasking self-efficacy reduces GPA: Through mediation of online vigilance, multitasking behaviors and self-regulated strategies.
3. \*Dong, J. D., Wang, C. -H., & **Salisbury-Glennon, J. D.** (Under Review). Empowering college students to overcome digital distractions: A mixed-methods study of smart focus training and its evaluation.
4. Jang, H. S., **Salisbury-Glennon, J. D.**, Wang, C.-H., Marshall, D. M., & Svyantek, D. (Under Review). What drives college students' academic engagement? The role of basic psychological needs and the big five personality traits.

## Manuscripts in Progress for which Data has Been Collected

1. **Salisbury-Glennon, J. D.** et al. (In progress). Broadening our understanding of the effects of social relationships on self-regulated learning and academic performance during the COVID-19 global pandemic.
2. **Salisbury-Glennon, J. D.**, Wang, C.-H., \*Dai, Y. D., \*Collins, T. M. L., \*Jang, H. -S., & Durham, K. (In progress). COVID-19 and self-determination theory: How relationships affect autonomy, relatedness, competence and resilience during a pandemic.
3. **Salisbury-Glennon, J. D.**, Wang, C. -H., \*Dai, Y. D., Jang, H. -S., \*Collins, T. M. L., & \*Durham, K. (In progress). The effects of college students' social support on their motivation, cognitive and metacognitive strategy use during the COVID-19 global pandemic.

## Presentations at National/International Meetings

1. \*Yoo, H., & **Salisbury-Glennon, J. D.** (2024, November). *Applying Situated Learning Theory to Convergence apparel Design Curricula*. Paper presented at the 2024 International Textile and Apparel Association (ITAA) Annual Conference, 81(1).

<https://doi.org/10.31274/itaa.18619>

2. \*Dai, Y., **Salisbury-Glennon, J. D.**, \*Petri, J. M., & Weathers, F. W. (2024, April). *Initial Psychometric Evaluation and Cross-Cultural Generalization of the Resilience Evaluation Scale (RES)*. Roundtable presented at the Annual Meeting of the American Educational Research Association (AERA), SIG-Stress, Coping, and Resilience, Philadelphia, Pennsylvania.

3. **Salisbury-Glennon, J. D.**, \*Dai, Y., Wang, C.-H., \*Jang, H. S., \*Dong, J., \*Manning, K. Q., Marshall, D. & Wyckoff, C. (2023, August). *Qualitatively Examining College Students' Anxiety, Learning and Motivation During COVID-19*. Poster presented at the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

4. \*Dai, Y., & **Salisbury-Glennon, J. D.** (2023, August). *From Pandemic to post-pandemic: More Than Just a Mask Mandate Removal*. Poster presented at the 2023 Annual Convention of the American Psychological Association (APA), Virtual Meeting.

5. Wang, C.-H., \*Dai, Y., Tseng, C.-M., \*Dong, J., \*Manning, K. Q., **Salisbury-Glennon, J. D.**, & Marshall, D. (2023, August). *Mental Health, Motivation, and Learning Strategies on High School Students' Grade During COVID-19*. Poster presented at the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

6. \*Dong, J., \*Dai, Y., \*Manning, K. Q., Wang, C.-H., **Salisbury-Glennon, J. D.**, & Marshall, D. (2023, August). *Graduate Students' Adjustment, Mental Health, and Motivation on Learning Strategies During COVID-19*. Poster presented at the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

7. **Salisbury-Glennon, J. D.**, Wang, C.-H. \*Dai, Y., & \*Jang, H. (2023, April). *The Effects of Learning Modality, Social Support, and Resilience on Motivation and Cognitive Learning Strategies*. Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

8. **Salisbury-Glennon, J. D.**, Wang, C. H., \*Dai, Y., \*Jang, H. S., & Wyckoff, C. (2022, May). *Effects of COVID-19 on College Students' Social Support and Strategies*. Poster presented at the 2022 Annual Convention of the American Psychological Association (APA). Minneapolis, MN. (Virtual).

9. \*Dai, Y., & **Salisbury-Glennon, J. D.**, & Wang, C. H. (2022, May). *College Students' Academic Entitlement, Motivation, and Self-regulation During the COVID-19 Pandemic*. Poster presented at the 2022 Annual Convention of the American Psychological Association (APA). Minneapolis, MN. (Virtual).

10.\*Dai, Y., & **Salisbury-Glennon, J. D.** (2022, August 4-6). *Understanding Self-efficacy and Self-regulation from a Cross-cultural Perspective: US vs. China*. Poster presented at the 2022 Annual Convention of the American Psychological Association (APA). Minneapolis, MN. (Virtual).

11. Wang, C. H., **Salisbury-Glennon, J. D.**, \*Dai, Y., \*Dong, J., & \*Manning, K. (2022, May). *The Impact of Learning Modality Changes on Graduate Students During COVID-19*. Poster presented at the 2022 Annual Convention of the American Psychological Association (APA). Minneapolis, MN. (Virtual).

12. Wang, C. -H., Burnett, C. O., Gibson-Young, L., **Salisbury-Glennon, J. D.**, & Duffrin, M. (2022, May 20). *Changes in Science Attitudes Among 3<sup>rd</sup> and 5<sup>th</sup> Grade Students After Completing a FoodMASTER Activity*. The Deep South Network Closing Session, Northern Illinois University, DeKalb, IL. (Virtual).

13. **Salisbury-Glennon, J. D.**, & Strom, P. S. (2022, March). *Pre-Service Teachers' Service Learning Experiences Across Four COVID-19 Pandemic Semesters*. Virtual poster presented at the Annual Meeting of the American Association of Behavioral and Social Sciences (AABSS).

14. **Salisbury-Glennon, J. D.**, Wang, C.-H., \*Dai, Y. D., \*Collins, T. M. L., \*Jang, H. -S., & Durham, K. (2021, August). *How Relationships Affect Autonomy, Relatedness, Competence and Resilience During a Pandemic*. Poster presented at the Annual Convention of the American Psychological Association (APA), Virtual convention.

15. \*Dai, Y. D., & **Salisbury-Glennon, J. D.** & Wang, C. H. (2021, August). *A Cross-cultural Comparison of Self-efficacy, Self-regulation, and Resilience During a Pandemic*. Poster presented at the Annual Convention of the American Psychological Association (APA), Virtual convention.

16. **Salisbury-Glennon, J. D.**, Wang, C.-H., \*Dai, Y. D., \*Jang, H.-S., \*Durham, K., & Shi, H. (2021, April). *The Effects of Parental Relationships on Motivation, Learning Strategies and Metacognition During the COVID-19 Pandemic*. Roundtable session presented at the annual meeting of the American Educational Research Association (AERA), Virtual conference.

17. **Salisbury-Glennon, J. D.**, \*Shepherd Jones, A. R., & \*Mathies, B. M. (2017, August). *The effects of Parental and Peer Relationships on College Students' Learning Strategies*. Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

18. Lakin, J. M., Wang, C.-H., & **Salisbury-Glennon, J. D.** (2017, May). *Examining the Classroom Goal Structure, Achievement Goal Orientation, and Motivation Among Low-achieving, Minority Science Students*. Poster presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

19. \*Cooper, J., Lakin, J. M., Shannon, D. M., Wang, C.-H., & **Salisbury-Glennon, J.** (2016, November). *Starting a Conversation: Practical Methods of Gathering Evidence of Teacher Understanding of Key Program Concepts*. Paper presented at the annual meeting of the American Evaluation Association (AEA), Atlanta, GA.

20. \*Zhuzha, K., Lakin, J. M., **Salisbury-Glennon, J. D.**, & \*Bright, S. S. (2016, August). *The Impact of Learner-centered Instruction on Motivation and Achievement Among low-SES Minority Students*. Poster presented and the annual meeting of the American Psychological Association (APA), Denver, CO.

21. **Salisbury-Glennon, J. D.**, \*Shepherd-Jones, A., & \*Mathies, B. (2013, April). *The Effects of Parental and Peer Relationships on College Students' Motivation and Resource Management Strategies*. Poster presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.

22. \*Kelley, M. J., & **Salisbury-Glennon, J. D.** (2012, April). *The Role of Self-regulation in Doctoral Students' Status of All But Dissertation (ABD)*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.

23. **Salisbury-Glennon, J. D.** (2010, May). *A Comprehensive Review of 30 Years of Research into Metacognitive Monitoring*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

24. Strom, P., & **Salisbury-Glennon, J. D.** (2009, February). *The Benefits and Challenges of Participating in Service Learning: Reflections by Pre-service Teachers in After-school Programs*. Paper presented at the annual meeting of the American Association of Behavioral and Social Sciences (AABSS), Las Vegas, NV.

25. Peterson, R., Guarino, A. J., & **Salisbury-Glennon, J. D.** (2003, April). *The Relationship Between College Students' Executive Functioning and Study Strategies*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

26. Ross, M. E., Blackburn, M., **Salisbury-Glennon, J. D.**, Forbes, S., & Miller, R. B. (2002, April). *Achievement Goal Orientation Instruments: An Empirical Analysis of the Commonalities and Differences Among Scales*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

27. Ross, M. E., Shannon, D. M., **Salisbury-Glennon, J. D.**, Guarino, A. J., & Huff, W. (2001, April). *The Patterns of Adaptive Learning Survey: A Comparison Across Grade Levels*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.

28. **Salisbury-Glennon, J. D.**, Van Meter, P.N., Dennison, R. S., & Harris, S. K. (2000, April). *College Students' Self-monitoring of Authentic Course Content*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

29. Carney, J. S., **Salisbury-Glennon, J. D.**, \*Mercante, J., & \*Mellin, E. (2000, March). *Case-based Methods for Training: Addressing Practice and Attitudinal Change*. Paper presented at the annual meeting of the American Counseling Association (ACA), Washington, DC.

30. **Salisbury-Glennon, J. D.**, & Gorrell, J. J. (1999, April). *An Analysis of the Self-regulated Learning Strategies Used by the Learners in a Learner-centered School*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

31. Sanders, S. W., Akey, T. M., Boyd, P., Kamen, M., **Salisbury-Glennon, J. D.**, & Gorrell, J. J. (1999, April). *Learner-centered Theory in Practice: Challenges of Implementation at Celebration School. A Qualitative Description of the Intellectual and Social Life of a Celebration Neighborhood*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

32. Kamen, M., Boyd, P., Sanders, S. W., **Salisbury-Glennon, J. D.**, Gorrell, J. J., & Akey, T. M. (1999, April). *The Unique Role of Celebration School Teachers*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

33. Logan, C. R., & **Salisbury-Glennon, J. D.** (1999, April). *The Effects of a Community of Learners Approach to Instruction on College Students' Motivation and Learning Strategies*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.

34. **Salisbury-Glennon, J. D.**, & Stevens, R. J. (1998, April). *Addressing the Misconceptions of Undergraduate Education Majors*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

35. Faidley, J., Glenn, J. G., & **Salisbury-Glennon, J. D.** (1998, April). *The Relation Between Student Perceptions of Processes and Assessed Group Performance in a Problem-Based Learning Curriculum*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

36. **Salisbury, J. D.**, & Deegan, D. H. (1995, April). *Curricular Decision-making in the First Year of Medical Education: What Can it Tell Us?* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA

## Accepted National Presentations

**Salisbury-Glennon, J. D.**, Dai, Y., & Wang, C.-H. (To be presented 2026, April). *College Student Adjustment from Pandemic Disruption to Post-COVID Recovery: Exploring Gender Differences, Self-regulation and Attachment*. Poster to be presented at the annual meeting of the American Educational Research Association (AERA), Los Angeles, CA.

**Salisbury-Glennon, J. D.**, Strom, P., Johnson, A., Wallace, K. (To be presented 2026, April). *Analyzing Service-learning Experiences in an Educational Psychology Course Using a Self-determination Theoretical Framework*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), Los Angeles, CA.

## Presentations at Regional Conferences

1. **Salisbury-Glennon, J. D.**, Strom, P. S., \*Johnson, A., & \*Wallace, K. (2025, November). *“Teaching is Much More Than Teaching and Learning, Teachers Prepare Students for Life”*: *Qualitatively Examining Preservice Teachers’ Experiences During Service-learning*. Poster presented at the annual meeting of the Mid-South Educational Research Association (MSERA), New Orleans, LA.

2. \*Dai, Y., **Salisbury-Glennon, J. D.**, & Wang, C. -H. (2025, November). *Investigating College Students’ Post-Pandemic Resilience, Self-efficacy, and Self-Regulation*. Paper presented at the annual meeting of the Mid-South Educational Research Association (MSERA), New Orleans, LA.

3. \*Dong, J., Wang, C., -H., & **Salisbury-Glennon, J. D.** (2025, February). *Empowering College Students to Resist Digital Distractions: A Mixed-Methodological Study of a Training Program and Its Evaluation*. Poster proposal submitted to the annual meeting of the Eastern Educational Research Association (EERA), Hilton Head, SC.

4. \*Dong, J. D., \*Manning, K. Q., \*Dai, Y., Wang, C-H., **Salisbury-Glennon, J. D.**, Marshall, D., Trammell, D. (2023, February). *Gender Differences in Graduate Students’ Adjustment, Mental Health, Motivation and Learning Strategies During COVID-19*. Paper presented at the annual meeting of the Eastern Educational Research Association, Myrtle Beach, SC.

5. \*Dai, Y., Petri, J. M., **Salisbury-Glennon, J. D.** (2022, February). *Initial Psychometric Evaluation and Cross-Cultural Generalization of the Resilience Evaluation Scale (RES)*. The Annual Meeting of the Eastern Educational Research Association (EERA), Clearwater, FL.

6. **Salisbury-Glennon, J. D.**, \*Shepherd-Jones, A., \*Mathies, B., & \*Wyckoff, C. (2013, February). *Understanding the Effects of Freshmen College Students' Social Relationships on Motivation and Cognitive Strategy Use*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

7. \*Shepherd-Jones, A., & **Salisbury-Glennon, J. D.** (2013, February). *Songwriting Across the Curriculum: Writing Popular Songs as an Instructional Method in Middle School Classrooms to Increase Motivation, Engagement and Understanding*. Roundtable paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

8. \*Cooper, J., Lakin, J., & **Salisbury-Glennon, J. D.** (2013, February). *Inquiry-focused Science Instruction: Measuring Teachers' Attitudes, Knowledge, and Teaching Orientation*. Roundtable presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

9. **Salisbury-Glennon, J. D.**, Reames, E., \*Wyckoff, C., \*Payne, R., & McDaniel, N. (2011, February). *The Effects of Learning Community Participation on Peer Attachment and Self-regulated Learning*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

10. **Salisbury-Glennon, J. D.** (2009, February). *Broadening our Understanding of the Effects of Social Relationships on Self-regulated Learning and Academic Performance*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

11. Wolf, S. E., **Salisbury-Glennon, J. D.**, & Witte, M. M. (2009, February). *Helping to Meet the Needs of Teachers in the 21st Century: Preparing Preservice Teachers Who Are Self-regulated, Self-directed, and Information Literate*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

12. Shannon, D. M., \*Missildine, M., & **Salisbury-Glennon, J. D.** (2002, February). *An Investigation into the Achievement Goal Orientation, Motivation and Self-regulated Learning Strategies used by Fourth and Fifth Grade Ethnically Diverse Learners*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

13. Guarino, A., Peterson, R., & **Salisbury-Glennon, J. D.** (2001, February). *The Relationship Between Study Skills and Executive Functioning in Community College Students*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.

14. Ross, M. E., **Salisbury-Glennon, J. D.**, Reed, C. J., & \*Marshall, M. (2000, February). *Modeling the Interrelationships Among the Learning Context, Test, Strategies, and Performance*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
15. Mathews, J. G., **Salisbury-Glennon, J. D.**, Mc Duff, M., & Smith, A. (1999, November). *Improving student performance: The Loachapoka High School SAT Intervention Program*. Paper presented at the annual meeting of the Mid-South Educational Research Association.
16. Mathews, J. G., Kochan, F. K., Ross, M. E., Reed, C. J., **Salisbury-Glennon, J. D.**, Dolasky, D., Irvin, T., & Ross, J. (1999, October). *The New Frontier: Expanding Educational Boundaries Through Professional Development School Initiatives*. Paper presented at the annual meeting of the Mid-South Educational Research Association, October 17–19, Point Clear, AL.
17. Carney, J. S., & **Salisbury-Glennon, J. D.** (1999, February). *Case-based Learning: Training Preservice Teachers on HIV Disease*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
18. Logan, C. R., **Salisbury, J. D.**, & Spence, L. D. (1997, May). *Toward a Community of Learners*. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.
19. **Salisbury, J. D.** (1995, October). *The Effects of Self-regulated Learning on Conceptual Change*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.
20. **Salisbury, J. D.** (1994, May). *Differences in the Metacognitive Abilities of Successful and Less Successful College Students While Using the Elaboration Learning Strategy*. Paper presented at the annual meeting of the Pennsylvania Educational Research Association, State College, PA.
21. **Salisbury, J. D.** (1993, October). *Differences in the Judgments of Learning Difficulty and in the Use of Knowledge in the Recall of Prose Passages: A Comparison of Successful and Less Successful College Students*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

## Presentations at Symposia

1. **Salisbury-Glennon, J. D.**, Strom, P. S., \*Johnson, A., \*Wallace, K. (2025, August). *Service Learning and Journaling by Undergraduate Elementary Education Majors*. Poster presented at the Auburn University Outreach and Engaged Scholarship Symposium. Auburn, AL.
2. **Salisbury, J. D.**, Duffy, J. R., & Stevens, R. J. (1997, June). *Misconceptions in an Introductory Educational Psychology Course*. Paper presented at the symposium From Misconceptions to Constructed Understanding, Cornell University, Ithaca, NY.
3. **Salisbury, J. D.**, & Stevens, R. J. (1997, June). *Addressing Misconceptions in an Introductory Educational Psychology Course*. Paper presented at the symposium From Misconceptions to Constructed Understanding, Cornell University, Ithaca, NY.

## Invited Presentations

1. Bernacki, M., Bol, L., Fong, C., Kuhlmann, S., & **Salisbury-Glennon, J. D.** (2024, October). (Note, authors arranged alphabetically). *Crafting your Scholarship Identity: A Workshop for Emerging Scholars*. Presentation delivered to The American Educational Research Association (AERA) Special Interest Group (SIG) Studying and Self-Regulated Learning.
2. **Salisbury-Glennon, J. D.** (2024, 2025; August). *Faculty tips for graduate success*. Presentation delivered to the Department of Educational Foundations, Leadership and Technology Graduate Student Orientation.
3. **Salisbury-Glennon, J. D.** (2022, September). *The Psychology of Learning*. Presentation delivered to individuals who work at Maxwell Air Force Base through the Convergence 2022 Conference.
4. **Salisbury-Glennon, J. D.** (2009). *Exploring Effective Learning and Study Strategies for the Upcoming AP European History Examination*. Presentation delivered to Mr. Callahan's tenth grade AP European History class, Auburn High School.
5. Spence, L. D., Logan, C. R., & **Salisbury, J. D.** (1997, May). *Building Learning Communities*. Paper presented at the annual meeting of the Role of Freshmen Seminars in Promoting Student Retention and Success, The Pennsylvania State University, University Park, PA.
6. **Salisbury, J. D.** (1992, March). *Essential Study Strategies for High School and Beyond*. Presentation to Upward Bound students at The Pennsylvania State University.
7. **Salisbury, J. D.** (1991, May). *An Evaluation of the Freshman Summer Orientation Program at The State University of New York at Oswego Using an Ecosystem Perspective*. Honor's thesis presented at The State University of New York at Oswego.

**Service**  
**Professional Service**

**Leadership in National/Regional Organizations**

<b>Role</b>	<b>Organization</b>	<b>Term</b>
Member	Studying and Self-regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA) Graduate Student Research Award (GSRA) Committee	2023
Junior and Senior Chair	Studying and Self-regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA)	2020-2022
Member	American Psychological Association (APA), Division 15 Educational Psychology Dissertation Awards and Grants Committee Member	2016-2019
Junior and Senior Program Chairs	Studying and Self-regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA)	2013-2016
Chair	American Educational Research Association (AERA) SIG- Studying and Self-Regulated Learning SIG Inaugural Dinner in Vancouver, British Columbia	2012
Junior and Senior Program Chairs	Studying and Self-Regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA)	2000-2002
Consulting Editor	Journal of Research in Education	1999-2004
Regional Co-Representative	Eastern Educational Research Association (EERA) with Dr. Cindy Reed	1998-2006

## Service to Professional Conferences

Chair	Session entitled: <i>Motivation in STEM Learning Environments</i> . Paper session to be presented at the 2026 Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.	2026
Discussant	Session entitled: <i>Self-Regulated Learning Development and Context</i> . Paper session presented at the 2023 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.	2023
Chair	Session entitled: <i>Diverse Methodological Approaches to Exploring Cognitive and Motivational Processes</i> . Presented at the 2022 Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.	2022
Chair	Studying and Self-Regulated Learning SIG Business Meeting at the 2022 Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.	2022
Chair	Roundtable session entitled: <i>Metacognition and Motivation in Learning and Instruction</i> presented at the 2021 Annual Meeting of the American Educational Research Association (AERA). Virtual conference	2021
Discussant	Roundtable session entitled: <i>Environment, Achievement, and Self-regulated Learning: A Discussion</i> to be presented at the 2021 Annual Meeting of the American Educational Research Association (AERA). Virtual conference.	2021

Chair	Poster session entitled: <i>Metacognition, Studying and Self-Regulated Learning</i> at the 2018 Annual Meeting of the American Educational Research Association (AERA) in New York, NY.	2018
Chair	Roundtable session entitled: <i>Insights into the Development of Metacognitive and Self-Regulated Learning</i> at the 2013 Annual Meeting of the American Educational Research Association (AERA) in San Francisco, CA.	2013
Chair	Roundtable session entitled: <i>Designing Motivationally Supportive Lessons</i> at the 2012 Annual Meeting of the American Educational Research Association (AERA) in Vancouver, British Columbia, Canada	2012
Chair	Paper session entitled: <i>Exploring Trends and Emergent Issues in Self-regulation Research: A Compass for Future Inquiry</i> at the 2012 Annual Meeting of the American Educational Research Association (AERA) in Vancouver, British Columbia, Canada	2012
Chair	Paper session entitled: <i>Academic Performance and Self-Efficacy</i> at the 2011 Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA	2011
Chair	Paper Session entitled: <i>Diverse Strategies to Help Students Improve their Conceptual Understanding and Problem-Solving</i> at the 2011 Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA	2011

Chair	Roundtable session entitled: <i>Using Self-Regulated Learning Processes and Strategies to Enhance Academic Learning</i> at the 2011 Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA	2011
Discussant	Paper session entitled <i>Metacognitive Monitoring and Learning</i> . Papers presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA	2009
Discussant/Interviewer	Symposium entitled: <i>What do Self-regulation and Self-efficacy have to do with Learning: An interview with the Experts</i> – with Phil Winne, Barry J. Zimmerman and Sherrie Nist. Symposium presented at the Annual meeting of the American Educational Research Association (AERA), Seattle, WA	2001
Chair	Business Meeting, Studying and Self-Regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA) in Denver, CO	2001

## Service as a Manuscript or Conference Proposal Reviewer

### Editorial Review Board

Role	Journal	Term
Consulting Editor	Journal of Research in Education (JRE)	1994-2004

### Manuscript Reviews

Reviewer	The Journal of Early Adolescence	2021, 2022
Reviewer	The Professional Educator	2019
Reviewer	Studies in Graduate and Postdoctoral Education	2017
Reviewer	Educational Research and Evaluation (ERE)	2008-2017
Reviewer	Journal of Advanced Academics: Special issue on self-regulation of learning	2008
Textbook Reviewer	Santrock, J. W. (2003). <i>Educational Psychology</i> . Second Edition. Boston, MA: McGraw-Hill.	2003
Reviewer	American Educational Research Journal (AERJ) Section on Teaching, Learning, and Human Development	2000
Reviewer	Journal of School Leadership	2000
Reviewer	Southeastern Regional Council of Educational Research	2000
Reviewer	The Professional Educator	1998-2003

Textbook	Theories of Learning in the 21 <sup>st</sup>	1997
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### Conference Proposal Reviews

Role	Organization	Term
Proposal Reviewer	American Educational Research Association (AERA) 2012 Annual Conference, <i>Division C- Learning and Instruction Section 5: Learning Environments</i>	2010, 2011
Proposal Reviewer	<i>Proposal Reviewer, American Educational Research Association (AERA), Annual Conference, Studying and Self-Regulated Learning Special Interest Group (SIG)</i>	2008-2010
Proposal Reviewer	American Educational Research Association (AERA), Annual Conference, <i>Motivation in Education Special Interest Group (SIG)</i>	2008
Proposal Reviewer	American Educational Research Association (AERA), Annual Conference, <i>Division C, Section 6- Cognitive, Social and Motivational Processes</i>	2007,8
Proposal Reviewer	American Educational Research Association (AERA), Annual Conference, <i>Division C, Section 5 Learning and Instruction</i>	1996-2003
Proposal Reviewer	American Educational Research Association (AERA) Annual Conference, <i>Studying and Self-Regulated Learning Special Interest Group (SIG)</i>	2000-2003
Proposal Reviewer	National Reading Conference	1996-1997

## University Service

Role	Activity	Term
Member	AU Parent Advisory Meeting	Summer 2024
Member	Professional Improvement Leave Review Committee	2023
Member	Summer Bridge Program for Student Athletes (Hired)	Summer 2022, 3
Member	Meta-Assessment Institute Rater Academic Insight, Office of the Provost (Hired)	Summer 2022, 4
Member	Auburn University Senate Teaching Effectiveness Committee	2012-2015
Founding Member of the Advisory Board	Auburn University's Biggio Center for Teaching and Learning	2004
Member	Auburn University Senate Teaching Effectiveness Committee	2003-2006

## College Service

Role	Activity	Term
Member	College of Education Faculty Governance Committee	2024-2027
Search Committee Member	Assistant Professor, Curriculum and Teaching Position in English Language Arts (Dr. Ryan Schley)	2017-2018
Member	Teacher Education K-6 Redesign Team	2009-Present
Member	College of Education Scholarship & Innovation Committee	2007-2013

Member	College of Education Teacher Education Core Curriculum Committee	2007-Present
Member	College of Education Curriculum Unit Design Assurance Seminar (CUDAS) Committee	2002-2004
Member	College of Education Instructional Design Committee	2000-2001
Co-developer	College of Education Block II Curriculum and Materials with Drs. Forbes and Ross	1998-2001
Co-Sponsor	Kappa Delta Pi Education Honorary Society with Dr. Ross	1998-2002

## Departmental Service

Role	Activity	Term
Member	Educational Foundations, Leadership and Technology (EFLT) Graduate Student Orientation Committee	2022, 2025
Peer Reviewer	Dr. William Murrah	Summer 2025
Peer Reviewer	Dr. David Marshall	Fall 2024
Co-Developer/ Chair	The Psychology of Learning Minor	2022-Present
Reviewer	Educational Psychology Doctoral Portfolio Review	2021
Member	Educational Psychology Doctoral Program Assessment Committee	2020
Member	Educational Foundations, Leadership & Technology (EFLT) Transforming Culture Committee	2018-2019
Co-Chair	Assistant Clinical Professor, Educational Psychology (EPSY) Search Committee with Dr. Strom, (Dr. Svetlana Chesser)	2018
Member	Administrative Review Committee for Sheri Downer	2013
Member	Assistant Professor, Educational Research, Measurement and Analysis Search (Dr. Joni Lakin)	2010-2011
Program Coordinator	Educational Psychology Doctoral Program Coordinator	2009-2010
Member	Strategic Planning Committee	2009

Peer Reviewer	Dr. Carey Andrzejewski	Fall 2008
Peer Reviewer	Dr. Judith Lechner	Spring 2008
Mentor	Mentor, EDLD 7920, Administrative Internship in Higher Education, Graduate Student- Rebecca Brower	2008
Member	EPSY (Educational Psychology) Team	2007-Present
Member	FOUN (Foundations of Education) Team	2007-Present
Member	Assistant Professor, Educational Psychology (EPSY) Search Committee (Dr. Daniel Henry)	2007
Mentor	Mentor for two Educational Psychology EPSY 8640 Apprentices: Chih-hsuan Wang and Martha Kelley	2007
Mentor	Mentor for two Educational Psychology EPSY 8640 Apprentices: Kristi Julian and Sophie Ryan	2006
Co-Chair	Assistant Professor, Educational Psychology (EPSY) Search Committee, with Dr. Glennelle Halpin (Dr. Paris Strom)	2000-2001
Facilitator	Dissertation Retreat	1999
Member	Educational Psychology and Measurement Position Search Committee	1999
Member	Dissertation Retreat Faculty Committee	1998
Member	Social Foundations Position Search Committee	1998
Member	Professional Experiences Contract Committee	1997-1998
Member	Graduate Supervision/Doctoral Best Practices Committee	1997-1998

## Graduate Student Committee Involvement

### Completed Graduate School Committees Doctoral Graduates Dissertation/Oral Defense Requirement (Arranged Chronologically)

<u>Graduate</u>	<u>Degree</u>	<u>Function</u>	<u>Progress Date</u>
Mark Marshall	D.Ed./EDL	Member	Completed 04/12/99
Suzanne Mac Guire	Ph.D./EPG	Member	Completed 05/19/99
Latanza Harrison	D. Ed./EDL	Member	Completed 09/22/99
Rebecca Jacobson	Ph.D. /EPG	Member	Completed 05/10/00
Mary Sue Polleys	Ph.D./EPG	Member	Completed 10/23/00
June Goynes	Ph.D./ASC	Member	Completed 06/04/01
Teresa Irvin	Ed. D./ASI	Member	Completed 06/11/01
Candice Carlisle	Ph.D./ADED	Member	Completed 09/08/02
Calandra Lockhart	Ph.D./EPG	Member	Completed 05/02
Bob Cisneros	Ph.D./PHY	Member	Completed 07/24/03
Dabney McKenzie	Ed.D./C&T	Member	Completed 11/10/03
Ya-Hui Kuo	Ph.D./EPG	Chair	Completed 03/22/04
Melanie Missildine	Ph.D./EPG	Member	Completed 07/16/04
Christine King	Ph.D./EPG	Chair	Completed 07/19/04
Carol Gaither	Ph.D./EDL	Member	Completed 07/05
Robin Fiedler	Ph.D./EPG	Member	Completed 07/05

Andre' Harrison	Ed.D./EDL	Member	Completed 12/06/05
Mary Bartlett	Ph.D./CCP	Member	Completed 06/27/06
Sondra Parmer	Ph.D./EPG	Chair	Completed 09/18/06
Heath Willingham	Ph.D./CCP	Member	Completed 04/07
Kevin O'Meara	Ph.D./EPG	Chair	Completed 06/07
Lorraine Parish	Ph.D./HHP	Member	Completed 03/08
Barry Scott	Ed.D./EDL	Member	Completed 04/08
Brandon J. Sluder	Ph.D./HHP	Member	Completed 10/24/08
Cecil Dalton	Ed.D./EDLD	Member	Completed 04/13/09
Shirley Scott-Harris	Ph.D./EPG	Member	Completed 10/16/09
Chih-hsuan Wang	Ph.D./EPG	Member	Completed 06/16/10
Elizabeth Yarbrough	Ph.D./EPG	Chair	Completed 05/13/10
Daniel Connelly	Ph.D./EPG	Chair	Completed 06/23/10
James Mantooth	Ph.D./EPG	Chair	Completed 06/29/10
Cam Hamilton	Ph.D./EPG	Member	Completed 11/04/11
Mary Ann Taylor-Sims	Ph.D./EPG	Member	Completed Spring/11
Martha Kelley	Ph.D./EPG	Chair	Completed 07/12/11
Brittney Mathies	Ph.D./EPG	Member	Completed 12/12
R. Brad Cook	Ph.D./EDLD	Chair	Completed 12/12
Yi Han	Ph.D./EPG	Member	Completed 2014
Bianca Evans	Ph.D./EPG	Member	Completed 2014

Eva Marie Kane	Ph.D./EPG	Chair	Completed 08/15
Anna Shepherd-Jones	Ph.D./EPG	Chair	Completed 12/15
Jessica Cooper	Ph.D./EPG	Member	Completed 05/15
Tami Shelley	Ph.D./EPG	Member	Completed 12/15
J. Andrew Henley	Ph.D./EPG	Co-chair	Completed 05/16
Christopher Wyckoff	Ph.D./EPG	Chair	Completed 10/16
Kyle Bush	Ph.D./EPG	Member	Completed 03/17
Lisa Simmons	Ph.D./EPG	Member	Completed 03/17
Kelli Hendon	Ph.D./EPG	Member	Completed 04/17
Mehmet Baydu	Ph.D./EPG	Member	Completed 04/17
Brian Lebeck	Ph.D./EPG	Member	Completed 05/17
Shankharupa Chaudhuri	Ph.D./EPG	Member	Completed 04/18
Brittany McCullough	Ph.D./EPG	Member	Completed 09/18
Vanessa Finnegan	Ph.D./EPG	Member	Completed 10/19
Michael Morris	Ph.D./KINE	Member	Completed 07/09/20
Kayla Phillips	Ph.D./COUN	Member	Completed 10/28/20
Ann Gulley	Ph.D./EPG	Member	Completed 04/09/21
Maggie Mastrogiovanni	Ph.D./EPG	Member	Completed 05/25/21

Stephanie Cason-Ogletree	Ph.D./EPG	Member	Completed 12/21
Elizabeth Haynes	Ph.D./C&T	Member	Completed 12/21
Kimberly Hardin	Ph.D./EPG	Chair	Completed 12/21
Daniel Harris	Ph.D./EPG	Member	Completed 07/22
Diana Simpson	Ph.D./EPG	Chair	Completed 07/22
Chloe Jones	Ph.D./KINE	Member	Completed 11/22
Hyun Sung Jang	Ph.D./EPG	Chair	Completed 04/23
Wilson Lester	Ph.D./EPG	Member	Completed 04/23
Sunny Lee	Ph.D./EPG	Member	Completed 06/23
Allie Moran	Ph.D./HIED	Chair	Completed 04/24
Andrew Looser	Ph.D./EPG	Co-Chair	Completed 07/24
Jianwei Dong	Ph.D./EPG	Member	Completed 12/24
Yan Dai	Ph.D./EPG	Member	Completed 04/25
Jameel Rucker	Ph.D./ADED	Member	Completed 04/25
Han Ah Yoo	Ph.D./CADS	Member	Completed 07/25
Amanda Creel	Ph.D./CCP	Outside Reader	Completed 10/31/00
Anne Angstrom	Ph.D./C&T	Outside Reader	Completed 03/23/01
Susan J. Oliver	Ph.D./C&T	Outside Reader	Completed 04/03/01
Stephanie R. Howard	Ph.D./CCP	Outside Reader	Completed 07/09/01
Ellen Martin	Ph.D./HHP	Outside Reader	Completed 09/11/01
Todd McGahey	Ph.D./CCP	Outside Reader	Completed 02/25/02

Kimberly Lott	Ph.D./C&T	Outside Reader	Completed 07/02
Jennifer Mercante	Ph.D./CCP	Outside Reader	Completed 07/02
Cindy Murphy	Ph.D./CCP	Outside Reader	Completed 10/17/03
Marguerite Yates	Ph.D./C&T	Outside Reader	Completed 03/24/04
Mei-ju Chou	Ph.D./ECE	Outside Reader	Completed 07/04
Chippewa Thomas	Ph.D./CCP	Outside Reader	Completed 11/02/04
Necoal Driver	Ph.D./CCP	Outside Reader	Completed 12/04
Cassandra Fairley	Ph.D./CCP	Outside Reader	Completed 08/01/06
Charles Farmer	Ph.D./C&T	Outside Reader	Completed 12/03/07
John Klem	Ph.D./CCP	Outside Reader	Completed 12/03/07
Erin Aholt	Ph.D./CCP	Outside Reader	Completed 05/28/08
Elise Johnson	Ph.D./CCP	Outside Reader	Completed 10/27/08
Yulanda Tyre	Ph.D./CCP	Outside Reader	Completed 04/07/09
Cynthia N. Vasilas	Ph.D./CCP	Outside Reader	Completed 06/09
Michael Keim	Ph.D./CCP	Outside Reader	Completed 10/09
Allison Croysdale	Ph.D./MUSE	Outside Reader	Completed 04/25

**Master's Graduates**  
**Oral Comprehensive Examination Requirement**  
**(Arranged Chronologically)**

Kristi Ferrachi	M.Ed./RSE	Member	Completed 08/03/98
Amanda Smith	M.Ed./RSE	Member	Completed 08/05/98
Heather Brooks	M.Ed./RSE	Member	Completed 11/06/98
Jennifer Raye	M.Ed./RSE	Member	Completed 11/09/98
Robert Jackson	M.Ed./SPSY	Member	Completed 08/08/00
Rachel Rutledge	M.Ed./ASC	Chair	Completed 07/13/01
Melanie Ikard	M.S./CCP	Member	Completed 03/18/02
Kelly Starr	M.Ed./AHE	Member	Completed 07/04
Sara Catherine Patterson	M.Ed./AHE	Member	Completed 07/04
Jacquelyn Watts	AA/EDL	Member	Completed 12/05
Abby Chandler	M.Ed./ELL	Member	Completed 04/12
Emily Carroll	M.Ed./ESOL	Member	Completed 04/17
Audra Welch	M.Ed./SCED	Member	Completed 01/18
Xintong Yu	M.Ed./SCED	Member	Completed 03/18

**Current Doctoral Students  
(Dissertation/Oral Defense Requirement)**

Kristine Ball	Ph.D./EPSY	Chair	Dissertation
Kendall Henderson	Ph.D./EPSY	Chair	Coursework
Meredith Powell	Ph.D./EPSY	Chair	Coursework
Aubrey Haigwood	Ph.D./EPSY	Chair	Coursework
Emily Prim	Ph.D./EPSY	Chair	Coursework
Amanda Buckelew	Ph.D./EPSY	Chair	Coursework
Yingjing Zhao	Ph.D./EPSY	Chair	Coursework
Matthew McVay	Ph.D./SCED	Member	Coursework
Kailea Manning	Ph.D./EPSY	Member	Dissertation
Adelia Grabowsky	Ph.D./EPSY	Member	Coursework
Elizabeth Gowan	Ph.D./ADED	Member	Coursework
Shuqi Du	Ph.D./EPSY	Member	Dissertation
Joseph Fetsch	Ph.D./ADED	Member	Dissertation
Lauren Lansdell	Ph.D./CADS	Member	Comprehensives
Janet Kaylor	Ph.D./EDLD	Member	Dissertation
Kristin Seale	Ph.D./ELED	Outside Reader	Dissertation

## Service to K-12 Schools

Role	School	Term
Service Learning Coordinator (for my FOUN 3100 section)	Various Schools in Lee County, Auburn City and Opelika Schools	2000-Present
Member	Auburn City Schools PTO Council	2022-2024
Board Member and President	Parent Teacher Organization (PTO) Auburn High School	2022-2024
Board Member and Secretary	Parent Teacher Organization (PTO) Auburn High School	2021-2022
Board Member and Secretary	Auburn Choral Company Auburn High School	2021-2022
Board Member	Auburn Band Parents Association Auburn High School	2021-2022
Secretary	Men's Golf Teams Booster Club Auburn High School	2021
Board Member	Parent Teacher Organization (PTO) Auburn Junior High School	2018-2021
Service Learning Coordinator Wrights Mill Road (for my FOUN 3100 sections)	Service Learning Coordinator, FOUN 3100 Fall and Spring Service Learning Experiences at Wrights Mill Road Elementary School	2014-Present
Member	Auburn City Schools Arts Education Textbook Selection Committee	2018
Board Member	Parent Teacher Organization (PTO) Wrights Mill Road Elementary School	2014-2017
Member	Auburn City Schools Elementary Science Textbook Selection Committee	2015-2016

Member	Auburn City Schools Calendar Committee	2014-2015
Board Member	Parent Teacher Organization (PTO) Dean Road Elementary School	2013-2014
Member	Auburn University Evaluation Team for the Nano Bio Science NSF Grant Drs. Margaret Ross and Joni Lakin- Co-PIs, other team members included: Drs. David Shannon and Chih-hsuan Wang. Award- \$9,999,999, subaward \$875,000. Dr. Shaik Jeelani, PI.	2011-2017
Guest Presenter	Mr. Callahan's Tenth Grade AP European History Class, Auburn High School "Exploring effective learning and study strategies for the upcoming AP European History Exam"	2009
Faculty Member Coordinator	FOUN 3100 Auburn University- Auburn City and Opelika Schools Service Learning Project	2006-Present
Faculty Coordinator	FOUN 3100- Loachapoka Elementary School Afterschool Program Partnership	2000-2001

## External Reviews

Role	School	Term
External Reviewer Promotion to Associate Professor, College of Education	Georgia Southern University	2025
External Reviewer Promotion to Associate Teaching Professor, College of Education	Mississippi State University	2024
External Reviewer Promotion to Associate Professor, College of Education and Human Development	George Mason University	2023
Member, External Advisory Board	“Collaborative research: Examining engineering students’ development as lifelong learners” Invited by Dr. Candice Stefanou, Bucknell University	2011