## 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 Psychology

#  at Oswego Honors Program

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### Positions Held

### Fall 2023- Full Professor, Educational Psychology, Department of Educational Foundations, Leadership and Technology, Auburn University

Spring 2009- **Program Chair**, Educational Psychology, Department of

Spring 2010 Educational Foundations, Leadership and Technology, Auburn

 University

Fall 2002- **Associate Professor**, Educational Psychology, Department of Educational

Summer 2023 Foundations, Leadership and Technology, Auburn University

Fall 1997- **Assistant Professor**, Educational Psychology, Department of

Spring 2002 Educational Foundations, Leadership and Technology, Auburn University

 **Additional Educational Experiences**

Spring 1997 **Program Coordinator**, The Learning Edge Academic Program, 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*

Fall 1995 **Instructor**, Program in Educational Psychology, The

 Pennsylvania State University

######  *Course taught: Undergraduate-level Educational Psychology*

* 1. **Research Assistant**, Medical Students’ Self-Regulated Learning in a Problem-Based Learning Curriculum Project, The Pennsylvania State University
1. **Instructor**, Program in Educational Psychology, The Pennsylvania State University

Course taught: Undergraduate-level Individual Differences in Education

* 1. **Instructor**, Independent/Distance Learning Program, The Pennsylvania State University

Course taught: Undergraduate- level Educational Psychology

Summer 1993- **Instructor**, The Pennsylvania State University Altoona Campus

Summer 1994 *Course taught: Undergraduate-level Educational Psychology*

1. **Research Assistant**, Attachment Project, Department of Psychology, The Pennsylvania State University
	1. **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

* 1. **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 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Teaching** | **Research** | **Service** | **Outreach** |
| **2021** | 48% | 25% | 15% | 12% |
| **2020** | 60% | 20% | 20% Service/Outreach |  |
| **2019** | 60% | 20% | 20% Service/Outreach |  |
| **2018** | 60% | 20% | 15% | 05% |
| **2017** | 60% | 20% | 20% Service/Outreach |  |
| **2016** | 60% | 20% | 15% | 05% |
| **2010-2015** | 60% | 20% | 15% | 05% |
| **2009** | 65% | 25% | 05% | 05% |
| **2008** | 65% | 25% | 05% | 05% |
| **2007** | 80% | 10% | 10% | 00% |
| **1997-2007** | 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**, the grant proposal entitled:

*Collaborative Research:* *Examining Engineering Students’ Development as Lifelong Learners* 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 Sciences

 Alabama Affiliate Excellence through Research Award: Parmer, S. M.,

 Struempler, B., Salisbury-Glennon, J. D., & Shannon, D. M. (2008). School

 gardens: An Experiential learning approach for a 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.

2018 **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,** American Psychological Association (APA) (Since 1998)

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

 **Member,** Eastern Educational Research Association (EERA)

**Publications**

**Articles in Refereed Journals**

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.* T (20% acceptance rate, Impact Factor = 1.21, Contribution = 10%).

\*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://10.1007/s12144-022-03768-7](https://10.0.3.239/s12144-022-03768-7) (Note: Impact Factor = 2.39, Contribution = 10%).

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> (Impact Score= 2.00, H-Index = 7, Contribution = 30%).

\*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, [http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ120159](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ1201598&site=ehost-live) [8&site=ehost-live](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ1201598&site=ehost-live) [.](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ1201598&site=ehost-live) (Note: Contribution 30%).

\*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.spot.lib.auburn.edu/10.1007/s10755-015-9336-5.](https://doi-org.spot.lib.auburn.edu/10.1007/s10755-015-9336-5) (Note: Impact Factor, 1.14;

Contribution 50%).

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). <http://eeraonline.org/journal/files/v22/JRE_v22n2_Article_6_Shannon.pdf> (Note: Contribution 30%).

\*Parmer, S. M., **Salisbury-Glennon, J. D**., Shannon, D. M., & Struempler, 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.](https://doi.org/10.1016/j.jneb.2008.06.002) (Note: Impact Factor, 2.50;

Contribution 25%).

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), [http://dx.doi.org.spot.lib.auburn.edu/10.1007/s10755-005-9004-2.](http://dx.doi.org.spot.lib.auburn.edu/10.1007/s10755-005-9004-2) (Note: Impact Factor, 1.14; Contribution 25%).

Ross, M. E., **Salisbury-Glennon, J. D**., Reed, C. J., & \*Marshall, M. (2003). Empirically modeling the complex interrelationships among the learning context, the cognitive complexity of assessment, cognitive learning strategies, and academic performance: An investigation into college students situated self-regulation. *Educational Research and Evaluation, 9* (2), 189–209. [https://doi.org/10.1076/edre.9.2.189.14211.](https://doi.org/10.1076/edre.9.2.189.14211) (Note: Impact Factor, 1.24; Contribution 30%).

\*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. (Note: Impact Factor, 1.20; Contribution 25%).

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, [http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ656036](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ656036&site=ehost-live) [&site=ehost-live.](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ656036&site=ehost-live) (Note: Impact Factor, 2.33; Contribution 40%).

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. (Note: Impact Factor, 1.80; Contribution 20%).

**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. (Contribution 50%).

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), [http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ640592](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ640592&site=ehost-live) [&site=ehost-live.](http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=eric&AN=EJ640592&site=ehost-live) (Note: Impact Factor, 2.49; Contribution 40%).

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. (Contribution, 40%).

**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%2899%2900023-2) (Note: Impact Factor, 1.97; Contribution 90%).

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. (Note: Contribution 30%).

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. (Note: Impact Factor, 2.73;

Contribution 10%).

**Book Chapters**

Jang, H., Dai, Y., & **Salisbury-Glennon, J. D.** (Forthcoming). 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. xx-xx). Information Age Publishing.

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

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.

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.

 **Reports**

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**

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*.

 **Manuscripts Under Review in Refereed Journals**

**Salisbury-Glennon, J. D**., Wang, C.-H., \*Dai, Y. D., \*Jang, H.-S., \*Collins, T. M. L., &

\*Durham, K. (Submitted). Examining the effects of the COVID-19 global pandemic on college students’ social support, motivation, cognitive and metacognitive strategy use from a situated perspective. Manuscript submitted to *Learning Environments Research.* (Note: Impact Factor = 2.542). (Contribution 30%).

**Manuscripts in Progress for which Data has Been Collected**

**Salisbury-Glennon, J. D**. (In progress). Broadening our understanding of the effects of social relationships on self-regulated learning and academic performance during the COVID-19 global pandemic.

Wang, C-H., **Salisbury-Glennon, J. D.**, \*Kelley, M. J., & Weed, C. B., (In progress). The relationship among academic entitlement, students’ characteristics, and self-efficacy in college students.

**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.

Wang, C. -H., **Salisbury-Glennon, J. D**., &\*Dai, Y. (In progress). College students’ academic entitlement and their self-regulated learning.

**Accepted Co-Edited Book Proposal**

**Salisbury-Glennon, J. D**., Wang, C.-H. & Shannon, D. M. (In progress). *Examining the Cognitive and Psychological Effects of COVID-19 from Elementary through Post- Secondary Education.* Co-Edited Book Proposal accepted by Information Age Publishing.

**Presentations at National/International Meetings**

**Salisbury-Glennon, J. D.,** Wang, C.-H. \*Dai, Y., & \*Jang, H. (Poster to be presented, April 2023).*The effects of learning modality, social support, and resilience on motivation and cognitive learning strategies.* Poster to be presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

**Salisbury-Glennon, J. D**., Wang, C. H., \*Dai, Y., \*Jang, H. S., & Wyckoff, C. (2022, August 4-6). *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).

\*Dai, Y., & **Salisbury-Glennon, J. D**., & Wang, C. H. (2022, August 4-6). *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).

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

Wang, C. H., **Salisbury-Glennon, J. D.**, \*Dai, Y., \*Dong, J., & \*Manning, K. (2022, August 4-6). *The impact of learning modality changes on graduate students during COVID-*

*19*. Poster presented at the 202 2 Annual Convention of the American Psychological Association (APA). Minneapolis, MN. (Virtual).

Wang, C. -H., Burnett, C. O., Gibson-Young, L., **Salisbury-Glennon, J. D.**, & Duffrin,

M. (2022, May 20). *Changes in science attitudes among 3rd and 5th grade students after completing a FoodMASTER activity*. The Deep South Network Closing Session, Northern Illinois University, DeKalb, IL. (Virtual).

**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).

**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.

\*Dai, Y. D., & **Salisbury-Glennon, J. D**. (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.

**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.

**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.

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, San Antonio, TX.

\*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, Atlanta, GA.

\*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.

**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, San Francisco, CA.

\*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, Vancouver, British Columbia, Canada.

**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, Denver, CO.

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, Las Vegas, NV.

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, Chicago, IL.

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, New Orleans, LA.

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, Seattle, WA.

**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, New Orleans, LA.

Carney, J. S., **Salisbury-Glennon, J. D**., \*Mercante, J., & \*Mellin, E. (2000, March). Casebased methods for training: Addressing practice and attitudinal change. Paper presented at the annual meeting of the American Counseling Association, Washington, DC.

**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, Montreal, Canada.

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, Montreal, Canada.

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, Montreal, Canada.

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, Montreal, Canada.

**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, San Diego, CA.

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, San Diego, CA.

**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, San Francisco, CA

**Presentations at Regional Conferences**

\*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.

**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.

\*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.

\*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.

**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.

**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.

Wolf, S. E., **Salisbury-Glennon, J. D**., & Witte, M. M. (2009, February). Helping to meet the needs of teachings 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.

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.

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.

 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.

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.

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.

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.

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.

**Salisbury, J. D**. (1995, October). The effects of self-regulated learning on conceptual change. Paper presented that the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

**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.

**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.

**International Symposia**

**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.

**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**

**Salisbury-Glennon, J. D**. (September, 2022) “*The Psychology of Learning.*” Presentation to individuals who work at Maxwell Air Force Base through the Convergence 2022 Conference.

**Salisbury-Glennon, J. D**. (2009). *Exploring effective learning and study strategies for the upcoming AP European History Examination*. Presentation to Mr. Callahan’s tenth grade AP European History class, Auburn High School.

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.

 **Salisbury, J. D.** (1992, March). Essential study strategies for high school and beyond. Presentation to Upward Bound students at The Pennsylvania State University.

**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.

 **Accepted National Conference Proposals**

 **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 proposal submitted to the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

 \*Dai, Y., & **Salisbury-Glennon, J. D**. (2023, August). *From pandemic to post- pandemic: More than just a mask mandate removal.* Poster proposal submitted to the 2023 Annual Convention of the American Psychological Association (APA), Virtual Meeting.

 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 proposal submitted to the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

 \*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 proposal submitted to the 2023 Annual Convention of the American Psychological Association (APA), Washington DC.

**Submitted National Conference Proposals**

 \*Dai, Y., **Salisbury-Glennon, J. D**. (proposal submitted). *Changes in college students’ self-efficacy and academic engagement from the pandemic to the post-pandemic era.* Paper proposal submitted to the 2023 Annual Conference of the American Association for Adult and Continuing Education (AAACE), Lexington, KY.

 **Service**

 **Professional Service**

**Leadership in National/Regional Organizations**

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| **Role** | **Organization** | **Term** |
| 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 |

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| Regional Co-Representative | Eastern Educational Research Association (EERA) with Dr. Cindy Reed | 1998-2006 |

**Service to Professional Conferences**

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| Discussant | Session entitled: *Self-Regulated Learning Development and Context.* Paper session to be presented at the 2023 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.  | 2023 |
| Chair | Session entitled: *Diverse Methodological Approaches to Exploring Cognitive and Motivational Processes*. 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 AmericanEducational Research Association (AERA), San Diego, CA. | 2022 |
| Chair | Roundtable session entitled: *Metacognition and Motivation in Learning and Instruction* presented at the 2021 AnnualMeeting of the AmericanEducational Research Association (AERA). Virtual conference | 2021 |
| Discussant | Roundtable session entitled: *Environment, Achievement, and Self-regulated Learning: A Discussion* to be presented at the 2021 Annual Meeting of the he American Educational Research Association (AERA).Virtual conference. | 2021 |

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

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| Chair | Roundtable session entitled: *Using Self- Regulated Learning Processes and Strategies to Enhance Academic Learning* at the 2011 Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA | 2011 |
| Discussant | Paper session entitled *Metacognitive Monitoring and Learning*. Papers presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA | 2009 |
| Discussant/Interviewer | Symposium entitled: *What do Self-regulation and Self-efficacy have to do with Learning: An interview with the Experts* – 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 | 2001 |
|  | (SIG) of the American Educational Research Association (AERA) in Denver, CO |  |

 **Service as a Manuscript or Conference Proposal Reviewer**

**Editorial Review Board**

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| **Role** | **Journal** | **Term** |
| Review Editor | Frontiers in Psychology- Educational Psychology Editorial Board | 2022- |
| Consulting Editor | Journal of Research in Education (JRE) | 1994-2004 |

**Manuscript Reviews**

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| --- | --- | --- |
| Reviewer | The Journal of Early Adolescence | 2021, 2022 |
| Reviewer | The Professional Educator | 2019 |

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| 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). *Educational Psychology*. 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 21st | 1997 |

**Conference Proposal Reviews**

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| **Role** | **Organization** | **Term** |
| Proposal Reviewer | American Educational Research Association (AERA) 2012 Annual Conference, *Division C- Learning and Instruction Section 5: Learning Environments* | 2010, 2011 |
| Proposal Reviewer | *Proposal Reviewer*, American Educational Research Association (AERA), Annual Conference, *Studying and Self-Regulated Learning Special Interest Group (SIG)* | 2008-2010 |

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| Proposal Reviewer | American Educational Research Association (AERA), Annual Conference, *Motivation in Education Special Interest Group (SIG)* | 2008 |
| Proposal Reviewer | American Educational Research Association (AERA), Annual Conference, *Division C, Section 6- Cognitive, Social and Motivational Processes* | 2007,8 |
| Proposal Reviewer | American Educational Research Association (AERA), Annual Conference, *Division C, Section 5 Learning and Instruction* | 1996-2003 |
| Proposal Reviewer | American Educational Research Association (AERA) Annual Conference, *Studying and SelfRegulated Learning Special Interest Group (SIG)* | 2000-2003 |
| Proposal Reviewer | National Reading Conference | 1996-1997 |

 **University Service**

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| **Role** | **Activity** | **Term** |
| Member | Professional Improvement Leave Review Committee | 2023 |
| Member | Summer Bridge Program for Student Athletes (Hired) | Summer 2022 |
| Member  | Meta-Assessment Institute Rater Academic Insight, Office of the Provost (Hired)  | Summer 2022 |
| 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**

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| **Role** | **Activity** | **Term** |
| 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 | 1998-2001 |
|  | Curriculum and Materials with Drs. Forbes and Ross |  |
| Co-Sponsor | Kappa Delta Pi Education Honorary Society with Dr. Ross | 1998-2002 |

**Departmental Service**

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| Role | Activity | Term |
| Member | Educational Foundations, Leadership and Technology (EFLT) Graduate Student Kick-Off Seminar Committee | 2022 |
| Co-Developer  | The Psychology of Learning Minor | 2022- |
| 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 |

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| 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 |

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| 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)**

**Graduate Degree Function Progress Date**

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| --- | --- | --- | --- |
| 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 Goyne | Ph.D./ASC | Member | Completed 06/04/0l |
| 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 |

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| 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 |
| Brittny 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 |

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| 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 |

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| 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 |

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| 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 10/26/09 |

**Master’s Graduates**

**Oral Comprehensive Examination Requirement**

**(Arranged Chronologically)**

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| 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 |

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| Xintong Yu M.Ed./SCED Member Completed 03/18 |

**Current Doctoral Students**

**(Dissertation/Oral Defense Requirement)**

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| Kristine Ball Ph.D./EPG Chair Coursework |
| Andrew Looser Ph.D./EPG Co-Chair Coursework |
| Kailea Manning Ph.D./EPG Co-Chair Coursework |
| Allie Moran Ph.D./EP Chair Coursework |
| Hyun Sung Jang | Ph.D./EPG | Chair | Dissertation |
| Wilson Lester | Ph.D./EPG | Member | Dissertation |
| Sunny Lee | Ph.D./ EPG | Member | Comprehensives |
| Joseph Fetsch | Ph.D./ADED | Member | Dissertation |
| Chloe Jones | Ph.D./KINE | Member | Coursework |
| Jonathan Walker | Ph.D./KINE | Member | Coursework |
| Adelia Grabowsky | Ph.D./EPG | Member | Coursework |
| Kendall Henderson | Ph.D./EPG | Chair | Coursework |

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**Service to K-12 Schools**

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| **Role** | **School** | **Term** |
| Service Learning Coordinator (for my FOUN 3100 section) | Various Schools in Lee County, Auburn City and Opelika Schools | 2000-Present |
| 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 Review**

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| --- | --- | --- |
| **Role** | **School** | **Term** |
| Member, External Advisory Board | “Collaborative research: Examining engineering students’ development as lifelong learners” Invited by Dr.Candice Stefanou, Bucknell University | 2011 |