

***Board of Regents' Scholarship of Teaching and Learning Award
Dr. Diana Sturges
Georgia Southern University***

**Application for the University System of Georgia
Regent's Scholarship of Teaching and Learning Award**

May 2014

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Office of the Provost and Vice President

May 22, 2014

Dear Review Committee for the Regents' Scholarship of Teaching and Learning Award:

As provost of Georgia Southern University, I strongly and without reservation nominate Dr. Diana Sturges for the annual Regents' Scholarship of Teaching & Learning Award. Dr. Sturges' union of research with teaching has resulted in practical and applicable ways to not only increase student learning through role playing and perceptions about their own learning, but to foster greater effectiveness in student learning in classroom, participation, and group engagement. Her scholarly work in teaching and learning effectiveness has continued to develop and progress over the past decade to the point where she is a recognized expert in her chosen work and where that work is influencing her own teaching and that of colleagues around the world.

As the letters of recommendation in her application packet attest, Dr. Sturges' research on the teaching strategies of lecture versus role playing in students' understanding of topics in human anatomy and physiology classes has resulted in comprehensive and readily useable teaching strategies for other faculty. This point is particularly important since active student engagement is recognized as an important aspect of effective learning and as being difficult to do well. Dr. Sturges' work in teaching scholarship provides faculty with a framework and process with which to efficiently use role playing by overcoming some of the traditional problems associated with active learning teaching strategies.

Dr. Sturges' narrative portrays the process and scope over time of her research and its application to students' learning. Basically, it provides an explanation of her strategy over a period of years and the systematic development of research questions and investigations. It is the story of research inquiry into one of the most problematic and potentially valuable areas of teaching and learning. And her teaching philosophy gives a rationale for why and how active teaching/learning strategies have become the focus of her pedagogical research.

I find that Dr. Sturges' sustained attention and focus for her scholarly work in teaching and learning strategies has yielded great fruit for her own teaching and for that of faculty anywhere. That it will only increase in scope and results as more faculty integrate active student learning strategies into their courses, using the methods that Dr. Sturges has helped form. Seldom does scholarly work of this nature become so useful for so many faculty in so many locations. Her work clearly demonstrates that attention to scholarly inquiry into teaching is a key way for improving student learning and retention. For these reasons I believe Dr. Sturges would be an extraordinarily worthy and excellent recipient of the Regents' Scholarship of Teaching & Learning (SoTL) Award.

Sincerely,

A handwritten signature in cursive script, reading "Jean E. Bartels".

Jean E. Bartels, PhD, RN
Provost and Vice President for Academic Affairs



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SCHOOL OF HUMAN ECOLOGY

Dr. Mike Rogers
Assistant Vice Chancellor for Academic Affairs
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12 May 2014

Dear Dr. Rogers and Members of the Awards Committee:

Dr. Diana Sturges has requested I write a letter in support of her nomination for the FY 2015 Regents' Scholarship of Teaching and Learning Award. As the FY 2011 Award Winner, and long-time colleague and SoTL research collaborator of hers, it is indeed my privilege to do so. I have known Dr. Sturges since she came to Georgia Southern and our extensive collaboration has put me in a unique position to comment on her achievements.

Her first year here, we both participated in our Center for Excellence in Teaching's week-long summer retreat to improve our teaching. As it turned out, we both had the same goal: we wanted to increase student engagement and improve student learning in our large lecture classes. Right from the start, it was evident that she was dedicated to improving classroom instruction using best practices from the pedagogical literature. Additionally, although we were in different departments, both of us taught courses in the pre-Nursing curriculum, so we often shared many of the same students. On numerous occasions I heard students complimenting her teaching and ability to relate even in our largest classes. She was the only instructor I ever heard those students mention positively by name.

We also have collaborated extensively on SoTL research projects since 2007. Kathleen McKinney, an internationally-recognized authority on SoTL, describes a 3-part progressive model of Scholarly Teaching: Good Teaching is that which enables students to learn; Scholarly Teaching is that which uses evidence about the teaching-learning connection and best practices in pedagogy to further enhance student learning; The Scholarship of Teaching and Learning [SoTL] is actually producing and disseminating new evidence in peer-reviewed fora for other teachers to use in their own Scholarly Teaching to improve their students' learning. Dr. Sturges' participation in the CET summer retreat demonstrated that she was already at the second level of the model her first year. Over the past seven years, she has made significant contributions to the SoTL literature, rising to the third and final level of Scholarly Teaching.

In the seven years that we have been scholarly collaborators, we have jointly produced nearly 50 pieces of scholarship: 35 peer-reviewed presentations, two invited presentations, nine peer-reviewed publications, one report, and we have co-mentored two undergraduate students through Phi Kappa Phi research presentations. In addition, we currently have another four projects in various stages of execution. All of these projects were SoTL projects and all of them were aimed at better understanding our students and improving student learning. Some of this research has

explored: faculty/student differences in perceptions of disruptive classroom behaviors, faculty/student differences in perceptions of post-exam classroom attendance, students' perceptions of class difficulty in Anatomy & Physiology, and the effectiveness of a classroom role-play activity in teaching protein synthesis in large Anatomy & Physiology lecture courses. For the first two projects, Dr. Sturges played a critical role in qualitative data analysis and interpretation, adding real strength to the quantitative results. For the second two projects, she was the principal investigator. The role-play project was unique in two ways. First, it was significantly more productive than the other three, resulting in three peer-reviewed presentations, a publication, and a co-mentored student presentation. This productivity was entirely a result of Dr. Sturges' leadership and desire to share the results with the broader pedagogical community and I found it most impressive. Second, the activity we tested was unique in that it required a *large* class. Many classroom activities that are reviewed in the pedagogical literature can only be done with smaller classes; once class enrollment exceeds a certain threshold, the activity can no longer be done. This activity turned that assumption on its ear and actually required a large class to work. As an expert on the SoTL literature, I can tell you that I have never seen an activity like that before and Dr. Sturges may have just provided the research necessary to launch an entirely new line of work within the field. I was truly honored to be a part of it.

In the past year in particular, Dr. Sturges has assumed multiple leadership roles in SoTL, both on our campus and in the SoTL community. On campus, she has taken over as chair of the campus SoTL Leadership Team, which serves as an advisory body to the Centers for Teaching & Technology on all campus SoTL issues (e.g., SoTL Awards, SoTL Fellowships, the SoTL Commons conference, the IJ-SoTL journal, etc.). She has also formed a new SoTL interest group of scholars on campus from the human and natural sciences to brainstorm future projects and grant ideas. She has also taken a large leadership role in the SoTL community by taking over as the program/conference chair for the annual SoTL Commons conference. The SoTL Commons conference, hosted by Georgia Southern every year, is one of two major international conferences on SoTL. In a typical year, there is as little as 20% overlap in the attendees at the two conferences, so each serves a distinct need within the field. In these ways, she has moved beyond projects focusing on her own students' learning and has begun to make a significantly broader contribution to the *field* of scholarship dedicated to improving students' learning.

It is evident to me that Dr. Sturges has established a name for herself in the field of SoTL research, both generally and in her discipline. She has participated in numerous collaborative projects, she has initiated multiple projects of her own design, and she has taken a leadership role in the SoTL community of scholars by chairing the SoTL Commons conference. I can think of no one with a more impressive SoTL vita in the past few years and no one more deserving of this award. I give her my highest recommendation.

Sincerely,



Trent W. Maurer, Ph.D.
Associate Professor of Child & Family Development
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May 8, 2014

Re: Recommendation for SoTL Award, Dr. Diana Sturges

As Director of the Centers for Teaching and Technology, I write this letter of recommendation for Dr. Diana Sturges with the greatest enthusiasm, based on in-depth knowledge of Dr. Sturges' work in SoTL and for its advancement. Perhaps more than any other person on campus, Dr. Sturges has contributed to the success and advancement of SoTL both at this university and in the international arena. The sheer volume and high quality of her publications, published in various peer-reviewed journals from her field of health studies and SoTL journals, attest to her dedication to SoTL as a way to improve student learning and teaching. These articles address the most current issues in the field, and have significantly advanced the level of its scholarship. Even as I write, Dr. Sturges continues to carry out research and find ways to apply it in the classroom.

Dr. Sturges has also made numerous conference presentations, locally, nationally, and internationally, disseminating her own SoTL work and educating others about the importance of SoTL. She not only receives regular invitations to present peer-reviewed conference presentations, but speaks to interested groups in various types of venues, including on the Georgia Southern campus. These presentations have not only advanced the field of SoTL itself, but have helped to make Georgia Southern a focus of international SoTL work and attention.

Dr. Sturges' professional service has been exemplary, including serving as Conference Chair, Chair of the SoTL Leadership Team, reviewing for the International Journal for the Scholarship of Teaching and Learning, and more. It has been my experience that whenever a volunteer is needed for SoTL activity, Dr. Sturges makes herself available. As a result, she has received multiple honors and awards, including a GSU SoTL Fellowship, a GSU SoTL Award, a College of Health and Human Sciences Award for Excellence in Teaching, and numerous others. I foresee this is a pattern that will continue as she pushes ahead with her SoTL work.

Dr. Diana Sturges has shown through her efforts and involvement with SoTL, a high level of dedication to improving both the scholarship and the acts of teaching and learning. She is a true exemplar of what a SoTL scholar should be, and I recommend her most highly for the 2014 SoTL award.

Sincerely,


Rachel D. Schwartz, PhD
Director of CT2, Associate Professor
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May 23, 2014

Dr. Mike Rogers
Assistant Vice Chancellor for Academic Affairs
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Dear Dr. Rogers and Members of the Awards Committee:

It is with great pleasure that I write this letter of support for Dr. Diana Sturges for her nomination for the FY 2015 Regents' Scholarship of Teaching and Learning Award.

Dr. Sturges' passion for research in the area of teaching and learning is clearly evident from her numerous presentations and publications. Her past and present scholarly activity reflects her consistent and high quality contribution to SoTL. Dr. Sturges has published 9 peer reviewed articles in SoTL scholarly journals and has participated in over 50 presentations at international, national, regional, and state meetings. In addition, she has been invited to present her research to her colleagues here at Georgia Southern University as well as Wingate, Gainesville State College, Western Kentucky, and Savannah State University. I feel this speaks volumes to the quality and importance of her research in SoTL.

Another example of her exceptional dedication and work in SoTL is her service and continued education in the field. Dr. Sturges has been involved in over 30 workshops provided by the Centers for Teaching and Technology at Georgia Southern University. In addition, to her already busy faculty schedule she holds leadership roles in SoTL by chairing the "SoTL Commons Conference", the SoTL Leadership Team at Georgia Southern University and by serving as a reviewer for several SoTL journals.

In conclusion, after reviewing the criteria for the FY 2015 Regent's Scholarship of Teaching and Learning Award I believe that Dr. Sturges is an excellent candidate. She has demonstrated excellence in research and scholarship in the field of SoTL and I give her my highest recommendation. If I can be of further assistance please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Rossi", written over the word "Sincerely,".

Stephen Rossi, Ph.D.
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Board of Regents' Scholarship of Teaching and Learning Award

Dr. Diana Sturges
Georgia Southern University

TEACHING PHILOSOPHY

Learning theorists have provided us with a set of ideas about how people learn. Since learning is dynamic and students are different, all of these theories intertwine to achieve optimal learning. Research has found that the brain plays a role in learning, the way the learning environment is constructed makes a difference, learning is based on the associations or connections we make, learning occurs in particular social and cultural environments, and finally, the different ways people think and feel about their own learning affects their development as learners (Darling-Hammond, Rosso, Austin, Orcutt, and Martin, 2012). We, as teachers, can use learning theories to guide us in our teaching practice and to facilitate learning by using a variety of strategies.

I believe that students are central in my career as a teacher, since universities are places where learning “meets” teaching. My goal is to promote student learning and see my students succeed in their professional aspirations. I teach a foundational class for allied health majors, which is reported “difficult” by students (*Sturges, Maurer, 2011*)¹. However, the Human Anatomy and Physiology (HAP) class is also as a building block for future clinical decisions in nursing, athletic training, nutrition, community health and exercise science careers. The thickness of HAP textbooks is increasing, as there is an increase in knowledge and research in this discipline, yet there is little general consensus as to what students should know. My role is to guide students through this knowledge and help organize it. I provide my students with well-defined learning outcomes for each topic and study guides to facilitate their learning. I understand that all my students are different and I emphasize the importance of understanding one’s learning style. I mirror it by using multiple teaching strategies in the classroom, such as visual aids for learning the body’s structures, discussing specific diseases to place information into clinical context, role play to engage students in the learning process and group work to build community.

Diana Laurillard claims in her book *Rethinking University Teaching* (1993) that “teachers need to know more than just their subject. They need to know the ways it can come to be understood, the ways it could be misunderstood; they need to know how individuals experience the subject”. I strive to employ best practices in teaching and my SoTL research informs my teaching. My projects revealed that HAP classes are perceived as difficult and very difficult because it requires learning a new language, the language of anatomy, while understanding complex physiological concepts (*Sturges, Maurer, 2013*); most HAP students are driven by external motivation, which positively impacts their final grades in HAP classes (*Maurer, Allen, Gatch, Shankar, Sturges, 2012*); students are more engaged and satisfied and perceive better learning with role play in comparison to regular lecture (*Sturges, Maurer, Cole, 2009*) and students value the study guides (outline and completed versions) that I provide in my classes (*Sturges, Maurer, 2013*). These results always make their way back into my classroom. Over time I introduced additional graded homework and group work to capitalize on external motivation; used more active learning methods like the role play on protein synthesis; assigned online and in-class activities geared specifically to vocabulary learning, as well as provided students with two different types of study guides that were adapted to take into account student feedback. Most importantly, as I share these research findings with my students, I hope to serve as a role model for learning and reflection on teaching and impart my passion and enthusiasm for life-long learning students.

¹ ALL references in italics can be found in Dr. Sturges' CV

Board of Regents' Scholarship of Teaching and Learning Award

Dr. Diana Sturges
Georgia Southern University

PERSONAL NARRATIVE

I am honored to be part of a group involved in building archives of knowledge in the Scholarship of Teaching and Learning (SoTL), participating in communicating information about SoTL and creating a Teaching Commons.

I. THE SOTL JOURNEY. The evolution of my engagement in SoTL mirrored the developmental three-phase continuum of growth according to the Weston-McAlpine model: "growth in one's own teaching," "dialogue with colleagues about teaching and learning" and "growth in SoTL" (Cox, 2003). Although the following steps are hardly linear, they map some of the stages I had to embrace in my SoTL quest.

Step 1. Do I know what SoTL is? I stumbled across SoTL during a workshop at the University's Center for Teaching. I'd like to believe that there was a character of serendipity about it, but this is for another discussion. Naïve as it sounds, while I was examining teaching and learning issues in my classroom and growing in my own teaching, I had no idea that I was en-route to SoTL; that there was an actual name for what I was planning to do. As a result I joined a reading roundtable to discuss Boyer's book and that was the beginning of my engagement in SoTL.

Boyer first introduced the concept of SoTL in 1990 in "Scholarship Reconsidered," to complement the scholarship of discovery, integration and application (Boyer, 1990). This model of scholarship has proven to have a major effect in re-conceptualizing scholarship, although, since its introduction more than 20 years ago, there is still an ongoing discussion about a definition for SoTL. Boyer (1990) refers to SoTL as "learning continuously in order to understand one's field of knowledge and stimulating others to do the same, creating new teaching methodologies, while Kreber and Cranton (2000) include "both ongoing learning about teaching and the demonstration of the teaching knowledge." Scholarship of teaching involves 1) scholarly teaching – whose purpose is to affect the activity of teaching and resulting learning and 2) a resulting scholarship – a formal, peer-reviewed communication (Richlin and Cox, 2004). Hutchings and Shulman (1999) say that a scholarship of teaching requires a kind of going "meta" in which faculty frame and systematically investigate questions related to student learning - the conditions under which they occur, what it looks like, how to deepen it, and so forth - and do so with an eye not only to improving their own classroom, but to advancing practice beyond it. More recently, there has been a shift to placing more and more emphasis on student learning within SoTL (Cerbin, 2013). Despite the lack of "agreement" on a uniform definition, the literature on SoTL is expanding and SoTL is becoming a line of inquiry for more and more teachers in higher education, including presentations at conferences, publications in journals and support from institutions.

Step 2. Is SoTL for me? I believe that students are central to my career as a teacher and it is my goal to best prepare them, so they can succeed in their aspirations. As a novice teacher I faced questions about teaching and learning on a daily basis and I wanted some answers that engagement in SoTL could provide. However, many times, adopting a behavior is limited by practical constraints. In my own development and in working with other faculty, I encountered many concerns, but the following three were most influential. The first limitation is time, or to be exact, the lack of it. There are plenty professors who would argue that with all the responsibilities they face, there is just not enough time to devote to SoTL, that it is perceived as "one more thing faculty need to do". McKinney (2007) asserts that SoTL is *not an add-on* and to me personally it felt that combining teaching with research on teaching did not require a substantial amount of additional time. In fact,

I was already doing much of it and it was just a matter of moving forward. The second limitation is self-efficacy: one's confidence in the ability to perform a behavior. Writing an IRB narrative or designing the methodology for a SoTL project can seem overwhelming if it is the first time doing it. This is particularly true for faculty with no training in educational research. I met many participants during our SoTL workshops that just needed a bit of initial help to start their own SoTL project. Finally, for many professors SoTL is just not an option because SoTL is not recognized as scholarship in their department/college/university. This uncertainty remains a barrier for wider faculty engagement (Hutchings, 2011). While my own tenure and promotion were largely based on SoTL research, I am very cognizant of this limitation for many of my fellow colleagues. The decision to SoTL is an individual one and faculty arrive at SoTL for a variety of reasons: concerns in students' mastery or skills, concerns about uneven achievements among different ethnicities or importance of particular pedagogies and goals (Hutchings, Huber, Ciccone, 2011), but ultimately I think the potential for creating significant learning was the strongest motivator for me.

Step 3. What am I trying to improve? In my Human Anatomy and Physiology class, students have many misunderstandings and face challenges with a variety of topics. One of these difficult topics is protein synthesis. As I saw students struggle with the concept, I designed a role play to help them understand the complex interrelationship of nucleic acids. It seemed that students enjoyed the activity, but I had no data on whether it really improved learning or not. This is how my first SoTL project began; investigating the effectiveness of the role play on students' learning and their perceptions in my own classroom (Sturges, 2009). Later, when I joined a Faculty Learning Community, I also had a chance to see that many teaching concerns are shared by other faculty in different disciplines. Since then, I expanded my investigation into how students learn and what is their classroom experience across disciplines. Some of these projects involved post-exam attendance, disruptive behaviors and motivation. All these results obtained from the SoTL scholarship inform and improve my teaching and reach a larger audience when I share my results. I often ask faculty who express interest in SoTL to think of a problem in their classroom they would solve if they were wizards. This is where the conversation about a SoTL project can begin.

Step 4. Should I go for it? Once I developed the intention to proceed with a SoTL project and decided on a problem to solve it was time to jump into action and engage. The observations and questions that came from my own teaching experience had to be translated into a project. I did not have training in educational or social science research, I did not submit an IRB proposal for a SoTL project before and I was really questioning the type of assessment I could use to evaluate my teaching strategy. Seemed like a good time to give up and quit. At this point, I just needed to ask for help. I turned to one of my colleagues who has done SoTL previously. The project still required work, but it progressed much easier and my confidence improved. This was not the big "tent" of the teaching commons, but this collaboration made the difference between pursuing SoTL or not. I think that collaboration is crucial in successful SoTL because we have to have a dialogue with colleagues about teaching and learning. I later joined a Faculty Learning Community (FLC) on SoTL on campus and collaborated on multiple SoTL projects.

Step 5. I presented and published; now what? To quote one of my SoTL colleagues and the Editor of IJSOTL, Lorraine Gilpin, "SoTL is reflective, reflexive, and recursive". Finishing and publishing my first SoTL project certainly did not answer all the questions I had about teaching and learning and neither did the subsequent ones. When it seems that a question about teaching and learning is answered, more challenges come along. However, I can see the benefits of SoTL for myself and for my students and I feel it is my responsibility to make a commitment: a commitment to reflect on the things I learned, to apply my research findings in the classroom and to continue the inquiry. So, I go back to Step 3 and repeat, just with a different question in mind. (Sturges, D. (2013). *To SoTL or not to SoTL? International Journal of Scholarship of Teaching and Learning*)

II. SOTL RESEARCH AND PROJECTS. I systematically examine issues about teaching and learning and I produced scholarly work that contributed knowledge about teaching and learning. I engaged in scholarship that is public, peer reviewed and critiqued and published **10 SoTL publications** (eight peer reviewed and two editorially reviewed) in disciplinary and interdisciplinary journals, **four peer reviewed conference proceedings** and presented **52 peer reviewed presentations** (20 international, 11 national, four regional and 17 local) since 2007. One can easily see that my SoTL projects encompass two major areas. On one hand, I am doing research in my own discipline of Human Anatomy and Physiology (HAP). The HAP course is required of all allied health majors and I believe that doing SoTL in this class is very important, as it is one of the most difficult classes that allied health majors will take in their college career. There is also a lack of SoTL research on undergraduate HAP classes. On the other hand, I collaborate closely with my colleagues within the FLC on SoTL to focus on interdisciplinary research and to explore student and faculty perceptions on post-exam attendance, disruptive behaviors in the classroom and group work. Since 2010, we concentrated on investigating student motivation using the Self-Determination Theory (SDT) as the theoretical framework and we successfully adapted the Academic Motivation Scale (AMS) to apply to HAP courses, nursing, nutrition and physics classes to compare motivation across majors and its impact on academic performance, retention, progression and graduation. Whether it is research in my own classroom or as part of the SoTL FLC, my SoTL research focuses on three tenants:

a) Exploring how organizing the classroom environment affects learning.

Many undergraduate courses are traditionally taught as lectures in which students usually assume passive roles as listeners. Yet, active learning is encouraged by the American Association of Higher Education as an important component of the Seven Principles of Good Practice in Undergraduate Education (Chickering, Gamson, 1991). John Dewey believed that the teacher's goal is to "provide learning experiences to enable the student to uncover the curriculum," while Jean Piaget insisted that students create knowledge rather than receive knowledge from the teacher (Darling-Hammond, Rosso, Austin, Orcutt, and Martin, 2012). Over time, I used a variety of active learning techniques to present complicated concepts, to provide a creative learning environment and to engage students. I strive to employ best practices in teaching, while integrating my own research in the classroom. One of my SoTL projects evaluated the effectiveness of a role play in learning protein synthesis and indicated that students are more engaged, satisfied and perceive better learning with such an active method of learning in comparison to regular lecture (*Sturges, Maurer, Cole, 2009*). In another project on post-exam attendance, done with my colleagues from the FLC, both students and faculty agreed that post exam attendance is lower than on any regular day. Students felt "entitled to a break" after an exam, believed that no new material was covered after an exam and reported that even an attendance policy would not influence post-exam attendance. Faculty on the contrary, believed that having an attendance policy would improve post-exam attendance and felt that missing class after an exam had negative implications for academic performance in class (*Maurer, Frost, Sturges, Charles, Allen, Cawthorn, Brewton, 2009*).

b) Exploring how students think and feel about their own learning.

Both thoughts and emotions shape the learning process: negative emotions distract students from processing information; positive emotions can help process learning. Emotions affect motivation and motivation is a drive that compels students to do something. The link between thoughts and emotions was proposed as early as 1917 by William James. More recently, neuroscience further explored emotions as essential to rationality (Damasio, 1999). Several of my SoTL projects focused on students' feelings about the Human Anatomy and Physiology class and their own learning. For example, the aim of one of my studies was

to investigate how allied health students perceive the meaning and value of their experience in the HAP class as determined by Course Valuing Inventory (CVI) and to analyze the relationship between the CVI perceptions and other factors, such as final grade in class. The findings suggested that students valued the course itself and identified content learning in HAP as the most valued component of the class. The project also suggested that higher CVI scores correlate with higher final grades and as such, CVI was the most important predictor of final grades (Sturges, Maurer, Dobson, 2012). In another project, I investigated students' motivation in HAP classes and later expanded the project to physics and nutrition students. Study data indicated that intrinsic motivation is a powerful predictor of success in the classroom. However, most students are driven by extrinsic motivation. This has great implications for teachers, as class policies can influence extrinsic motivation and, as such, academic performance. On the other hand, teachers have the responsibility to develop teaching strategies that aim at shifting students' motivation from extrinsic to intrinsic and stimulate life-long learning (Maurer, Allen, Gatch, Shankar, Sturges, 2012).

c) Exploring how to facilitate student interaction in the classroom.

Lev Vygotsky extended Piaget's developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition – that is, the idea that all learning occurs in a cultural context and involves social interactions (Darling-Hammond, Rosso, Austin, Orcutt, and Martin, 2012). To explore the social aspects of learning, two of my SoTL projects focused on student and faculty perceptions of group work (Maurer, Sturges, Shankar, Akbarova, Allen, 2010) and disruptive behaviors in the classroom (Maurer, Lee, Sturges, Averette, Allen, 2009). Both projects were interdisciplinary in nature and were conducted together with my colleagues from the Faculty Learning Community.

III. IMPACT OF SOTL PROJECTS ON STUDENT LEARNING. Each of my SoTL projects generated significant information about a teaching and learning issue that made its way back into my classroom. A more detailed description for two of my projects and their impact on student learning is included below.

a) Evaluating the effectiveness of role play in learning protein synthesis (disciplinary project in HAP). Sturges, D., Maurer, T.W., Cole, O. (2009). "Understanding Protein Synthesis: A Role Play Approach in Large Undergraduate Human Anatomy and Physiology Classes". *Advances in Physiology Education*, 33 (103-110).

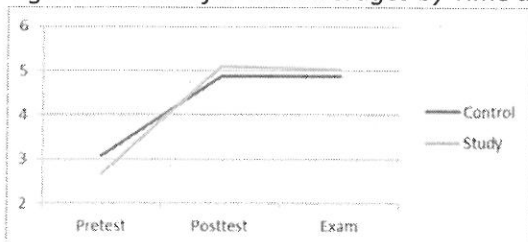
Among Human Anatomy and Physiology topics, protein synthesis occupies an important role in the discussion of the cell and cellular function. However, many students in HAP classes are often overwhelmed when trying to understand the process. One of my SoTL projects investigated the impact of two different teaching strategies on student understanding of the topic as seen on pre/posttest and test grades, as well as student perceptions of two strategies (lecture and role play on protein synthesis). As I was teaching two sections of the same class, students in one section served as the Study group and learned about protein synthesis through role-play, while the other section served as the Control group and was presented with a traditional lecture. Students' learning was assessed before (pretest) and after (posttest) the classroom experience (role play for the Study group and lecture for the Control group) and one week later on the exam. Students in both sections were also asked to complete an additional survey that evaluated their perception on the effects of the role-play (for Study group) or lecture (for Control group) on their understanding of the topic, classroom engagement and satisfaction.

Assessment showed that students in the Study group improved more from pretest to posttest (Fig. 1). This analysis showed greater gains on posttest assessment for the Study group, although participants in both groups improved significantly from pretest to posttest. The Study group did reveal lower initial scores on the

pretest assessment and it is possible that if the two groups had the same initial scores, we would have seen a larger difference at posttest.

Neither group showed a significant change from posttest to the exam. However, when comparing these results to the [understanding] answers on the survey the Study group reported a higher positive effect. These results seem to suggest that students in this group perceived that they learned more through role-play. It is worth mentioning that Students in the Study group also reported that the role-play helped them to visualize the process of protein synthesis. Students in the Study group unanimously agreed that the role-play engaged them in classroom activities, offered more opportunities for participation than a traditional lecture encouraged student interaction and was an appropriate way to engage students.

Figure 1. Means for Test Averages by Time and Group



Although this role-play activity deals specifically with protein synthesis, the application of the study went beyond just the HAP classroom. First of all, this same topic is discussed extensively in many biology classes and as such could be implemented in other science classes. Secondly, the study indicated that role-play can be an effective strategy in large classes, because only a large class would generate enough characters for this activity. At the same time, it provided students in a large classroom the opportunity to interact with the instructor and their colleagues. The instructor guided the role-play, some students “played” different roles (physical involvement), while everybody had a chance to participate in the discussion (cognitive involvement). This was reflected in higher satisfaction scores within the Study group.

In terms of my own classroom, I am now able to 1) use a strategy that I know is effective, 2) explain to my students why I use role-play when I teach this topic and 3) use students’ feedback to improve the activity. For example, I learned to supplement the activity with a handout, so students can fill out the missing information to help with organization of concepts.

b) Student-faculty perceptions on post-exam attendance (interdisciplinary project). Maurer, T.W., Frost, L., Sturges, D., Charles, S., Allen, D., Cawthorn, M., Brewton, C.C. (2009, March). Faculty and student perceptions of influences on post-exam attendance. *Journal of Scholarship of Teaching and Learning*, 9 (3).

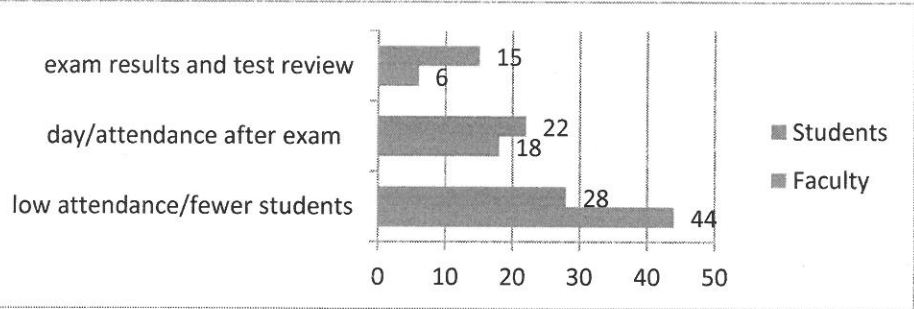
Members of our SoTL FLC had a common experience that post-exam attendance in our own classes was poor and we all felt that poor attendance negatively impacts student performance. This discussion initiated a mixed-methods study to explore faculty and student perceptions of course attendance for the class period immediately following an exam. The online survey consisted of three demographic questions (one for faculty only), six course questions, eight perception questions (one for students only), and five qualitative questions (one for faculty only).

Faculty and students had overlapping responses for all three common questions. When asked “What comes to mind when you hear post-exam attendance?” the top 3 issues identified by both 68% of the faculty and 65% of the students were (1) day after exam, (2) low attendance or fewer students, and (3) exam results or test review. Some faculty, however, saw no difference in their class attendance (3%). Four percent (4%) of the students felt there was no need to attend class the day after the exam, with an equal percent feeling that

the day after an exam is an opportunity to obtain extra points. Only 3% of the students viewed this day as just another class period with an equal number of students feeling like they needed a rest after an exam (Fig. 2).

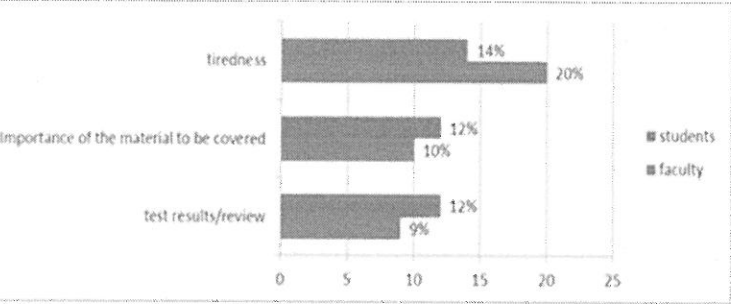
At the same time, our results showed a large disconnect between faculty and student perceptions in both quantitative and qualitative data. For example, roughly half of the 119 faculty sample perceived a decline in post-exam attendance (46.9%), while the other half did not perceive any change (48.4%). However, 56.1% of student participants reported that they were no more or less likely to attend class for the class period immediately following an exam. Students were four times more likely to see post-exam attendance as an issue unworthy of concern. Students were more likely to identify students' absences to factors that were self-serving to students such as class size or the belief that nothing important would be covered in their absence, so they could afford to miss class.

Figure 2. What comes to mind when you hear post-exam attendance?



Not surprisingly, faculty was less likely to endorse these statements in an equally self-serving fashion (e.g., if everything they cover is important, why would they think that students wouldn't see it that way?). When asked, "What factors do you think affect student post-exam attendance?" faculty and students identified three common issues: (1) test results and review, (2) importance of the material to be covered, and (3) tiredness (Fig. 3).

Figure 3. What factors influence post-exam attendance?



Over 1/3 of faculty identified attendance policy and post-exam day curriculum as ways to increase attendance, but neither of these factors emerged as significant quantitative predictor of perceived post-exam attendance. Faculty also uniquely identified student immaturity and lack of responsibility as potential factors influencing post-exam attendance whereas students uniquely identified their attitude towards the teacher, length of time until the next exam, and stress/anxiety. It is clear that faculty and students approach post-exam attendance from very different perspectives and finding a way to bridge this gap will improve student learning. Faculty need to better communicate to students the importance of attendance and its relationship to learning and class performance, as well as be able to intrinsically motivate students to attend.

Our findings identified major differences between student-faculty perceptions and indicated that students and faculty bring unique beliefs and values to the classroom. SoTL allowed us, the faculty, to become

more aware of the students' experience and instructional conditions in the classroom and use the findings to improve student learning.

IV. SOTL LEADERSHIP AND SOTL ADVOCACY. I am making a broader contribution to the field of scholarship dedicated to improving students' learning by assuming leadership roles in SoTL and promoting SoTL on and off-campus. I assumed multiple leadership roles in SoTL, both on our campus and in the larger SoTL community. On campus, I am chairing the Georgia Southern SoTL Leadership Team, which serves as an advisory body to the Centers for Teaching & Technology on all campus SoTL issues to include the annual SoTL Awards and SoTL Fellowships, the SoTL Commons conference and the International Journal on SoTL (IJSoTL).

I also took a leadership role by chairing the annual SoTL Commons conference hosted by Georgia Southern, which is one of the two major international conferences on SoTL. This year, the conference hosted almost 200 participants from 8 different countries and 21 states in the US.

I am always looking to promote SoTL work on campus and this year I formed a new SoTL interest group of scholars on campus from the human and natural sciences to brainstorm future projects and grant ideas. I am also part of the GSU SoTL Travelers Team, a group of 6-7 faculty from Georgia Southern who agreed to offer SoTL seminars on and off-campus. These seminars provided me with the opportunity to share my SoTL research, to meet colleagues outside GSU and to promote development and application of SoTL work. I presented *nine* invited presentations on SoTL.

VI. SOTL SERVICE. I am engaged in SoTL related service by serving as a reviewer for multiple SoTL events. I feel that I am making a contribution to SoTL when I can help others in conducting superior SoTL research and I find this experience very gratifying. I serve on the Editorial Review Board for the International Journal on SoTL (IJSoTL) and the SoTL Commons Conference since spring 2008. As a member of the SoTL Leadership Team at Georgia Southern, I reviewed previous applications for the GSU SoTL Awards and SoTL Fellowships and provided initial input to the SoTL Initiative at Georgia Southern. Together with the Centers for Teaching, the Faculty Learning Community on SoTL co-sponsored the SoTL Expo at Georgia Southern - a local event that showcased SoTL research by GSU faculty till 2013. I also served as an AdHoc reviewer for three other journals on teaching: the Anatomical Sciences Education, Advances in Physiology Education and the Journal of Biological Education and reviewed papers about the effectiveness of various pedagogical strategies in teaching anatomy and physiology.

VII. SOTL AND TEACHING HONORS AND AWARDS.

Nominated for GSU Professor of the Year, top 5 finalists, 2013

GSU SoTL Fellowship, 2012

Nominated for Board of Regents SoTL Award, Spring 2012.

Georgia Southern University SoTL Award, Spring 2012.

College of Health and Human Sciences Award for Excellence in Teaching, 2008-2009.

Faculty of the Month, GSU Center for Excellence in Teaching, Featured Faculty, July 2007.

As I evaluate my SoTL research and activities, I realize how much I have learned from my colleagues and students since I first deciphered SoTL. It has been a very rewarding personal and professional experience. As I continue on this journey, I also recognize how much more I need to learn about my own teaching and my students' learning. As I look forward to future collaboration with colleagues, I hope to serve as a role model for learning and reflection on teaching and impart my passion and enthusiasm for life-long learning to other faculty and students.

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Board of Regents' Scholarship of Teaching and Learning Award
Dr. Diana Sturges
Georgia Southern University

CONDENSED CURRICULUM VITAE

EMPLOYMENT

Georgia Southern University, Statesboro, GA

Associate Professor of Human Anatomy and Physiology, tenured (August 2010 - present)

Assistant professor of Human Anatomy and Physiology, tenure-track (August 2004 - July 2010)

TEACHING

Courses taught at Georgia Southern University

*Human Anatomy and Physiology I (KINS 2531).

*Human Anatomy and Physiology II (KINS 2532)

*Undergraduate prerequisite for all undergraduate allied health majors.

SOTL-RELATED PEER-REVIEWED PUBLICATIONS

1. Maurer, T.W., Allen, D., Gatch, D.B., Shankar, P., **Sturges, D.** (2013). Students' academic motivations in three courses. *Journal of Scholarship of Teaching and Learning*. Vol. 13, no.5, 77-89.
2. **Sturges, D.**, Maurer, T.W. (2013). Allied Health Students' Perceptions of Class Difficulty: The Case of Undergraduate Human Anatomy and Physiology Classes. *Internet Journal of Allied Health Sciences and Practice*, Vol 11, no.4.
3. **Sturges, D.** (2013). To SoTL or not to SoTL? *International Journal of Scholarship of Teaching and Learning*, July.
4. Maurer, T.W., Allen, D., Gatch, D.B., Shankar, P., **Sturges, D.** (2012). Students' academic motivations in allied health classes. *Internet Journal of Allied Health Sciences and Practice*. Vol. 10 nr. 1.
5. **Sturges, D.**, Garino, M., McCollum, S. (2011) Enhancing Reflectivity in Undergraduate Allied Health Majors. *Journal of the Georgia Association of Health, Physical Education and Recreational Dance*, 44 (1) 8-13.
6. Maurer, T.W., **Sturges, D.**, Shankar, P., Allen, D., Akbarova, S. (2010). "A Faculty Learning Community on the Scholarship of Teaching and Learning: A Case Study". *International Journal of Scholarship of Teaching and Learning*, 4 (2).
7. **Sturges, D.**, Maurer, T.W., Cole, O. (2009). "Understanding Protein Synthesis: A Role Play Approach in Large Undergraduate Human Anatomy and Physiology Classes". *Advances in Physiology Education*, 33 (103-110).
8. Maurer, T.W., Frost, L., **Sturges, D.**, Charles, S., Allen, D., Cawthorn, M., Brewton, C.C. (2009, March). Faculty and student perceptions of influences on post-exam attendance. *Journal of Scholarship of Teaching and Learning*, 9 (3).

SOTL PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Maghiar, M., **Sturges, D.**, Maurer, T. W., (2014, January). Course valuing approaches to study and academic performance: the case of undergraduate Construction Management classes. 50th ASC Annual International Conference Proceedings
2. Maurer, T.W., **Sturges, D.**, Shankar, P., Akbarova, S., Allen, D. (2010, March) Faculty-Student Differences in Perceptions of Group Work. Annual SoTL Commons: A Conference for the Scholarship

of Teaching and Learning, Statesboro, GA.

3. Maurer, T.W., Lee, S., **Sturges, D.**, Averette, D., & Allen, D. (2009, March). Perceptions of disruptive classroom behavior. Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA.
4. **Sturges, D.**, Trimble, S. (2007, November). Enhancing the Scholarship of Teaching and Learning at Georgia Southern University: the Impact of the Faculty Learning Community Program on Participating Faculty. Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA.

SELECTED SOTL PEER-REVIEWED CONFERENCE PRESENTATIONS FOR 2009-2014

*Presenting. I- International, N-national, R-Regional, S-State, L-local

1. ***Sturges, D.** Maurer, T.W. (2014, May). Do study guides make a difference in undergraduate Human Anatomy and Physiology Classes. Poster presented at the Annual HAPS conference, Jacksonville, FL. (N)
2. ***Sturges, D.**, Maurer, T.W., Allen, D., Gatch, D., Shankar, P. (2014, May). Motivation and grade expectation: the case of Human Anatomy and Physiology classes. Poster presented at the Annual HAPS conference, Jacksonville, FL. (N)
3. *Longfield, J., *Lu, Hsiu- Lien, ***Sturges, D.**, *Hamilton, E., *Psonak, K., *Gayan, M. (2014, March). Moving Faculty towards Learning-Centered Teaching. Panel presentation at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (N)
4. ***Sturges, D.** *Maurer, T.W., *Allen, D., *Gatch, D., *Shankar, P. (2014, March). Student Academic Motivation and grade expectation: should we care? Paper presented at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (I)
5. Langdon J., ***Sturges, D.** (2014, March). The Impact of the Flipped Classroom Model on Basic Need Satisfaction, Motivation, and Attitudes in an Undergraduate Research Methods Course. Paper presented at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (I)
6. Rhodes, S., Landge, S., ***Sturges, D.**, Maurer, T. (2014, March). Assessing a mail man analogy to understand the nomenclature topic in an organic chemistry course, Poster presented at the 7th annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (I)
7. S. Rhodes, S., *Landge, S., ***Sturges, D.**, Maurer, T. (2014, March). Assessing a mail man analogy to understand the nomenclature topic in an organic chemistry course, Poster presented at the 3rd annual Georgia Scholarship of STEM Teaching and Learning Conference, Statesboro, GA
8. ***Sturges, D.**, Maurer, T. (2013, April). Students' perceptions of two different study guides: the case of Human Anatomy and Physiology classes. Poster presented at the Annual Experimental Biology meeting, Boston, MA.(N)
9. * **Sturges, D.**, *Maurer, T. (2013, March). Effectiveness of study guides. Paper presented at the Annual SoTL Commons Conference: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (I)
10. *Allen, D., ***Sturges, D.**, *Maurer, T.W., *Gatch, D.B., *Shankar, P. (2013, March). Students' academic motivations in a graduate nursing program. Paper presented at the 2013 SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Savannah, GA. (I)
11. ***Sturges, D.**, Maurer, T.W., Allen, D., Gatch, D., Shankar, P. (2012, May). Students' academic motivations in three disciplines. International Conference for Academic Disciplines, Toronto, Canada. (I)
12. ***Sturges, D.**, Maurer, T.W., Dobson, J. (2012, May). Allied Health Students' perceptions of learning in undergraduate Human Anatomy and Physiology classes. International Conference for Academic Disciplines, Toronto, Canada. (I)

13. *Dobson, J., **Sturges, D.**, Maurer, T. (2012, April). Student perceptions of meaningful learning in Human Anatomy and Physiology classes. Poster presented at the Annual Experimental Biology meeting, San Diego, CA.
14. *Maghiar, M., **Sturges, D.**, Maurer, T. W., (2012, April). Course experiences and learning in undergraduate education: a comparison study. Poster presented at the 48th Associated Schools of Construction Annual International Conference, Birmingham, UK. (I)
15. * **Sturges, D.**, Maurer, T., *Dobson, J. (2012, March). Student perceptions of meaningful learning in Human Anatomy and Physiology classes. Paper presented at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
16. *Maurer, T.W., Allen, D., *Gatch, D., Shankar, P., ***Sturges, D.** (2012, March). Student academic Motivation in Three disciplines. Paper presented at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
17. * **Sturges, D.**, Maurer, T., Dobson, J. (2012, March). Student perceptions of meaningful learning in Human Anatomy and Physiology classes. Paper presented at the Human Anatomy and Physiology Society Regional Meeting, Florida State College, Jacksonville, FL. (R)
18. *Gatch, D.B., Maurer, T., **Sturges, D.**, Shankar P., Allen D. (2011, November). "Non-Science Majors Academic Motivation in Science Courses," 2011 Fall Joint Meeting of the North Carolina Section and South Atlantic Coastal Section of the American Association of Physics Teachers, Asheville, NC. (R)
19. * **Sturges, D.**, Maurer, T. (2011, April). What makes Human Anatomy and Physiology Difficult? Student perceptions. Poster presented at the SoTL Expo, Statesboro, GA. (L)
20. * Maurer, T., Allen, D., Gatch, D., Shankar, P., ***Sturges, D.** (2011, April) Students' Academic Motivations in Allied Health Classes. Poster presented at the SoTL Expo, Statesboro, GA. (L)
21. ***Sturges, D.**, *Maurer, T. (2011, March). What makes Human Anatomy and Physiology Difficult? Student perceptions. Paper presented at the annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
22. * Maurer, T., *Allen, D., *Gatch, D., *Shankar, P., ***Sturges, D.** (2011, March) Students' academic motivation in allied health classes. Paper presented at the Annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
23. * **Sturges, D.**, Maurer, T.W., Shankar, P., Akbarova, S., Allen, D. (2010, May). Student-faculty perceptions of group work Paper presented at the American Canadian Conference for Academic Disciplines, International Journal of Arts and Sciences, Toronto, Canada.(I)
24. ***Sturges, D.**, Maurer, T.W. (2010, May). Effective Role Playing in Large Human Anatomy and Physiology Classes. Paper presented at the American Canadian Conference for Academic Disciplines, International Journal of Arts and Sciences, Toronto, Canada. (I)
25. ***Sturges, D.**, Maurer, T.W. (2010, April). Effective Role Playing in Large Human Anatomy and Physiology Classes. Poster presented at the Experimental Biology 2010 meeting "Today's Research, Tomorrow's Health", Anaheim, CA. (N)
- 26.*Maurer, T.W., Frost, L., ***Sturges, D.**, Charles, S., Allen, D (2010, March). Faculty and Student Perceptions of Post-Exam Attendance. Poster presented at the SoTL Expo, Statesboro, GA. (L)
27. *Maurer, T.W. Allen, D., ***Sturges, D.**, Sun-A Lee (2010, March) Faculty and Student Perceptions of Disruptive Classroom Behaviors. Poster presented at the SoTL Expo, Statesboro, GA. (L)
- 28.***Sturges, D.**, Maurer, T.W. (2010, March) Effective Role Playing in Large Human Anatomy and Physiology Classes. Poster presented at the SoTL Expo, Statesboro, GA. (L)
- 29.***Sturges, D.** (2010, March). Enhancing the Scholarship of Teaching and Learning at Georgia Southern University. Poster presented at the SoTL Expo, Statesboro, GA. (L)

30. Maurer, T.W., **Sturges, D.**, Shankar, P., Akbarova, S., Allen, D. (2010, March). FLC for SoTL: 2006-2010. Poster presented at the SoTL Expo, Statesboro, GA. (L)
- 31.* Maurer, T.W., ***Sturges, D.**, *Shankar, P., Akbarova, S., Allen, D. (2010, March). Student-faculty perceptions of group work Paper presented at the annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
32. ***Sturges, D.**, Maurer, T.W. (2009, April). Active Learning for Allied Health Majors: a Case Study of Role Play Effectiveness. Paper presented at the Research and Practice Conference "Transcending Boundaries: a Future for Best Practices", Statesboro, GA. (L)
33. ***Sturges, D.**, Maurer, T.W. (2009, April). Understanding Protein Synthesis: the Efficacy of Role Play in Large Undergraduate Human Anatomy and Physiology Classes. Paper presented at the HAPS Regional Conference, Macon, GA. (R)
34. ***Sturges, D.**, Maurer, T.W. (2009, March). Understanding Protein Synthesis: a Role Play Approach. Paper presented at the annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
35. Maurer, T.W., Frost, L., **Sturges, D.**, Charles, S., Allen, D., Cawthorn, M., & Brewton, C.C. (2009, March). Faculty and student perceptions of influences on post-exam attendance. Paper presented at the annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)
36. Maurer, T.W., Lee, S., **Sturges, D.**, Averette, D., & Allen, D. (2009, March). Perceptions of disruptive classroom behavior. Paper presented at the annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning, Statesboro, GA. (I)

INVITED SoTL PRESENTATIONS

1. **Sturges, D.** (November 19, 2013) SoTL projects in the classroom: benefits of assessment at a course level. First Annual Assessment Symposium. GSU Faculty. Real stories. Real benefits. Statesboro, GA.
2. **Sturges, D.**, Gillpin, L. (September 2, 2013). Doing SoTL: Inquiring into Teaching and Learning. Workshop for Wingate University School of Pharmacy. Charlotte, NC.
3. Gillpin, L., Longfield, J., **Sturges, D.** (March 4, 2013) The Scholarship of Teaching and Learning: Inquiring into Learning and Learning Communities. Online seminar series, Georgia Southern University.
4. **Sturges, D.** (2012, March 2). What is SoTL and how to get involved? Center for Teaching, Learning and Scholarship Statesboro, GA.
5. Maurer, T., Gillpin, L., Regassa, L., **Sturges, D.** (2011, October 14). Doing SoTL: Inspiration and Application. SoTL Symposium of the South, GSU, Statesboro, GA.
6. Frost L., Gatch, D., Longfield, J., **Sturges, D.** (2011, February 18) The SoTL: Impact in the Classroom and Beyond Georgia Southern SoTL Travelers, Gainesville State College, Gainesville, GA.
7. Longfield, J., Gillpin, L., **Sturges, D.** (September 27-October 1, 2010). SoTL: Inquiring into Learning and Learning Communities. Online seminar series, Western Kentucky University.
8. Gatch, D., Gillpin, L., Longfield, J., **Sturges, D.** (2010, April 16) Inquiry into Learning, Savannah State University, Savannah, GA.
9. Frost, L., Gatch, D., Maurer, T., **Sturges, D.** (2010, January). "Scholarship of Teaching & Learning: What? Why? When? Where? Who?" Georgia Southern University, Statesboro, GA.

SOTL PROFESSIONAL SERVICE

Chair, SoTL Commons Conference: A Conference for the Scholarship of Teaching and Learning, 2013 - present
 Chair, GSU SoTL Leadership Team, 2013 - present
 Member, SoTL Leadership Team, GSU, 2009-2014

Reviewer

International Journal for the Scholarship of Teaching & Learning [IJ-SoTL], May 2008 - present

The SoTL Commons, April 2008 - present

The SoTL Expo. Fall 2008 - Spring 2013.

GSU SoTL Fellowship and SoTL Award, 2013 - present

Ad Hoc Reviewer: Anatomical Sciences Education (2010), Journal of Biological Education (2011), Advances in Physiology Education (2012)