

Jennifer L. Brown, PhD.
Associate Professor of Educational Foundations
Columbus State University

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

December 2016

Table of Contents

Nomination Letter from Dr. Tina Butcher Interim Provost, Columbus State University	1
Personal Narrative.....	2
Research Interests	2
Evidence of Impact on Teaching and Learning	2
Other Institutions at Home and Abroad	2
University.....	3
College	4
Department.....	6
Classroom	8
References	11
Condensed Curriculum Vitae.....	13
Letter of Support from Dr. Deirdre Greer Dean, College of Education and Health Professions, Columbus State University	18
Letter of Support from Lisa Respondek Universität Ulm, Germany	20



October 18, 2016

To the Regents Scholarship of Teaching and Learning Award Committee:

I am very pleased to provide a letter of recommendation for Dr. Jennifer Brown for the Regents Scholarship of Teaching and Learning Award for her many contributions to higher education and Columbus State University (CSU). I have known Dr. Brown since she came to CSU in 2011 and have found her to be a consummate professional who conducts and applies research in a manner that improves student learning and the overall student experience. She is the 2016 recipient of the CSU Scholarship of Teaching and Learning award.

Dr. Brown's primary research interests are in the areas of undergraduate retention and effective instructional strategies. As an educational psychologist, she connects her research in these areas with practice in the classroom as she works with undergraduate and graduate students. She is able to devise innovative learning opportunities, implement those in the classroom, and critically examine the results.

For example, after noting repeated issues in her students' writing in a lower division education course, Dr. Brown devised a series of mini-lessons to address these issues. A pre-test and post-test were administered before and after the mini-lessons. A statistical analysis of the data on these tests reveals that a significant change in student knowledge between the pre- and post-test indicating that the utilization of the mini-lessons was an effective instructional strategy for addressing this issue. Students positively reviewed this learning experience indicating that was beneficial in helping them improve their writing skills. Dr. Brown was awarded the CSU Outstanding Teacher of Writing award in 2014.

In addition to the effective and creative use of instructional strategies in the classroom, Dr. Brown shares her research findings with colleagues at the department, college, and university level through faculty forums, presentations, and through her service as chair of the institution's Retention, Progression, and Graduation Committee. Dr. Brown also communicates her findings externally as evidenced through her impressive record of peer-reviewed publications and presentations.

In addition to peer-reviewed publications, Dr. Brown has contributed to the field by authoring or co-authoring texts for education courses. In 2016, she authored an electronic textbook published through the CSU ePress for EDSE 6175: Program Evaluation Applied to the Educational Setting. Additionally, she has worked with colleagues at CSU to develop an open education text for EDAT 6226: Curriculum Design for Student Achievement. This provides students with access to high-quality educational materials while reducing the overall cost of their degree programs.

I strongly support Dr. Brown's nomination for the Regents Scholarship of Teaching and Learning award. She is an outstanding faculty member and is greatly deserving of this recognition.

Sincerely,

Tina Butcher, Ph.D.
Interim Provost and Vice President for Academic Affairs

Personal Narrative

Teaching Philosophy

In the field of educational psychology, the theories of psychology are applied to the classroom learning environment, both P-12 and post-secondary. As an educational psychologist, I create learning experiences that teach the students how to solve real-world problems, connect new concepts to prior knowledge, and apply these concepts to practical situations so they can master the next objective or task. This philosophy guides my two primary research interests, undergraduate retention and effective instructional strategies. Both of these interests derive from my 11 years of teaching experience at the secondary level, National Board certification, and my work as a graduate research assistant at Auburn University.

Regarding instructional strategies, I have found that information processing theory (Atkinson & Shiffrin, 1968) tends to guide instruction effectively. By applying this theory, the instructor can gain the attention of the students and assist students with storing information in an organized file within their long-term memory filing cabinet. Thus, the information can be retrieved efficiently when needed. Within my classroom, the implications of this theory include creating meaningful learning experiences that improve episodic memory. These meaningful experiences manifest into the students' current or future classrooms.

In the area of undergraduate retention, I am an exploratory researcher; therefore, I am examining data to determine malleable factors that affect student retention and contribute to continuous college enrollment, which results in a college degree. In particular, my research focuses on students' academic integration at commuter institutions. I have found that classroom learning experiences can impact the student's academic performance, satisfaction, and institutional commitment. The intent of these experiences is to prepare students for future academic endeavors and to retain them from year to year until reaching graduation. I search for effective instructional strategies that lead to the development and implementation of engaging activities to apply the course content while encouraging the students to interact among each other, especially activities that allow me to apply various educational theories within the classroom setting. Once these activities are implemented, I examine the data to determine their effectiveness, then I communicate the program evaluation results to my fellow faculty and staff within the department, college, and university. Outside the university, I present my findings through peer-reviewed publications and conference presentations.

Evidence of Impact on Teaching and Learning

As an educational psychologist, I see the importance of connecting theory with practice. These theories are based on existing empirical research and provide a basis for future research projects. As I entered higher education, I found a place for my research interests at a variety of levels, ranging from the local department to international institutional settings. In addition, I utilize my research agenda to provide ongoing development, reflection, and improvement of my teaching effectiveness.

My research agenda and publications have allowed me to collaborate with **other institutions at home and abroad**. My publication in the *College Student Journal* (Brown, 2012d) opened numerous doors for research collaboration with other institutions, including University of Louisville (Kentucky), Edgewood College (Wisconsin), and Universidad de Monterrey (Mexico). Some colleagues wanted to utilize the existing orientation survey, while others wanted to collaborate using other measures to examine retention. At the University of Louisville, the Freshman Orientation Survey was administered in 2014, and a fellow colleague and I are developing a prediction model for incoming freshmen within their College of Arts and

Sciences. The next step will be comparing that prediction model to the model developed using the CSU sample. This past fall, the Assessment Research Analyst within the Institutional Assessment and Research Office at Edgewood College and I collaborated to examine the effects of non-cognitive factors on first-year student performance and retention at his institution and CSU. The final round of retention data will be collected in fall 2016 to compare the effects on incoming freshmen at a liberal arts college and a commuter institution. As a result of my collaboration with Universidad de Monterrey, the Abbreviated Math Anxiety Scale developed by Hopko et al. (2004) and the Freshman Orientation Survey have been translated into Spanish and validated (Brown & Sifuentes, 2016). Both of these projects will benefit a growing Hispanic population at the post-secondary level and allow cross-cultural comparisons. Other faculty and staff from Purchase College (New York), Tarrant County College (Texas), and Universität Ulm (Germany) have contacted me about utilizing portions of the measure for research purposes. In addition, doctoral candidates from University of Southern Maine, University of North Dakota, and New Jersey City University have contacted me and asked if they could use portions of the measure for their dissertation studies, which I graciously permitted. These opened doors have led to collaborations with other colleagues at various institutions outside of CSU, which has impacted and will continue to impact student retention at institutions at home and abroad.

A mission of the University and College is to provide service to the surrounding community. During the past 5 years, I have acquired over \$195,000 in Teacher Quality Grant funding. The purpose of this grant program is to improve teacher quality by increasing their content-specific knowledge and providing effective instructional strategies. The focus of my grant funding targeted secondary math teachers to assist with new curriculum implementation across the state of Georgia. The annual workshop involved a 5-day session in the summer with a 1-day follow-up session during the fall and spring semesters. These workshops were developed based on best practices for professional development, including content focus, active learning, aligned with participant needs, ongoing support, and collective participation (DeSimone & Garet, 2015). One participant commented on the post-workshop survey that the summer workshop provided “hands-on practical ideas that I can take back to my classroom and really use on a daily basis.” Another series of workshops that I implemented occurred at the local school district’s post-planning conference about formative and summative assessments. On the workshop evaluations, the participants felt the workshop provided “good information on how to build good assessments” and the 2-hour workshop was “organized with plenty of examples”. One participant commented, “I really enjoyed your creative ideas and ways to engage different learning styles.” Another participant commented, “I liked how we were fully engaged throughout the class.” Another participant was “excited to use these resources in class.”

At the **University level**, my scholarship has led to my involvement with several entities on campus. First, I was selected as Chair of the Retention, Progression, and Graduation Committee in the fall of 2015. The committee membership includes faculty and staff from across the university ranging from the library to advisement. Projects that we have examined include withdrawals, excluded students, and satisfactory academic progress. As the Chair, I have been able to collaborate with university faculty and staff through the Faculty Senate, First-Year Experience Task Force, Complete College Georgia Council, and the President’s Student Success Council, which impacts a wide range of students at the university. Second, in 2015, I was asked to serve as a member of the QEP Design Team. The focus of the QEP was creative problem solving, which was approved and implemented in fall 2016. Based on the baseline data collected, a manuscript was written by myself and the co-chairs of the design team, which

validated a student measure developed by Oberst (1995) based on the Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987) using PLS-SEM. We found that the measure was valid and reliable when five items were removed. Further investigations are needed for 2 of the 7 subscales, particularly with students from commuter institutions. This manuscript is under review in *College Teaching*. This research could provide a valid and reliable tool for evaluating the Seven Principles as a comprehensive package. Lastly, I have gained professional development and certification as a Quality Matters Peer Reviewer and Master Reviewer. I have participated in eight peer reviews at CSU and other institutions from which I have gained instructional tools from various disciplines (i.e., nursing, criminal justice, interdisciplinary studies, music, and public health). For example, I have incorporated a muddiest point discussion forum (Angelo & Cross, 1993), which is similar to a question-answer dialogue among students and instructor during face-to-face class, and explanations for how to overcome obstacles within an online course (e.g., internet access and utilizing the operating system).

At the **College level**, my interest and experience with retention research began with my graduate assistantship at Auburn University. I worked with my major professors, Drs. Gerald and Glennelle Halpin, to collect survey data during freshman orientation then merged it with longitudinal data for students within the College of Engineering (Brown, Halpin, & Halpin, 2015). I used this experience to develop the Freshman Orientation Survey (Brown, 2012d), which was grounded in Tinto's student departure theory (Tinto, 1975, 1993). This survey was administered to all incoming freshman who have declared a major within our College during the 2012, 2013, and 2014 Freshman ROAR summer sessions. Next, I utilized these data to develop a multiple regression formula to predict the first-year GPA. This formula could be used to red flag students who might be at risk for dropping out or being academically unsuccessful. The findings of my research were shared with faculty and staff across my College and University in an effort to improve retention rates (see Figure 1). Similar to my work at Auburn, I created a longitudinal database beginning with the 1999 fall cohort of freshmen who declared a major within the College and used it to determine trends among pre-enrollment characteristics, GPAs, retention, progression, and graduation (see Figure 2). Based on these analyses, a strong relationship existed between first-semester and final GPAs ($r = .84$) and first-year and final cumulative GPAs ($r = .89$) (Brown & Andrews, 2015). Now, this project includes tracking student transfers to other institutions inside and outside of the USG utilizing National Student Clearinghouse and USG data obtained through my data sharing agreement with the USG.

In an effort to make the connection between student retention and the classroom experience, including effective instructional strategies, I began administering a follow-up survey (i.e., Chickering et al., 1991) in the spring of 2012 based on the Seven Principles (Chickering & Gamson, 1987) as part of my ongoing longitudinal retention study. This research project began after reaching out to Dr. John Braxton at Vanderbilt University when seeking guidance for an IES grant proposal. With his mentorship, I was able to gain the theoretical background regarding how the commuter student's college experience can be drastically different from the residential college student experience based on internal campus and external environmental factors (Braxton, Hirschy, & McClendon, 2004). A fellow colleague and I examined the relationship between the Seven Principles, academic integration, and subsequent institutional commitment with first-time freshman students enrolled at a commuter institution (Brown & Robinson-McDonald, 2014). The quantitative data analysis revealed a moderate relationship existed between academic integration and diverse talents. The qualitative data analysis revealed academic and social integration were connected with the participants' perception of the

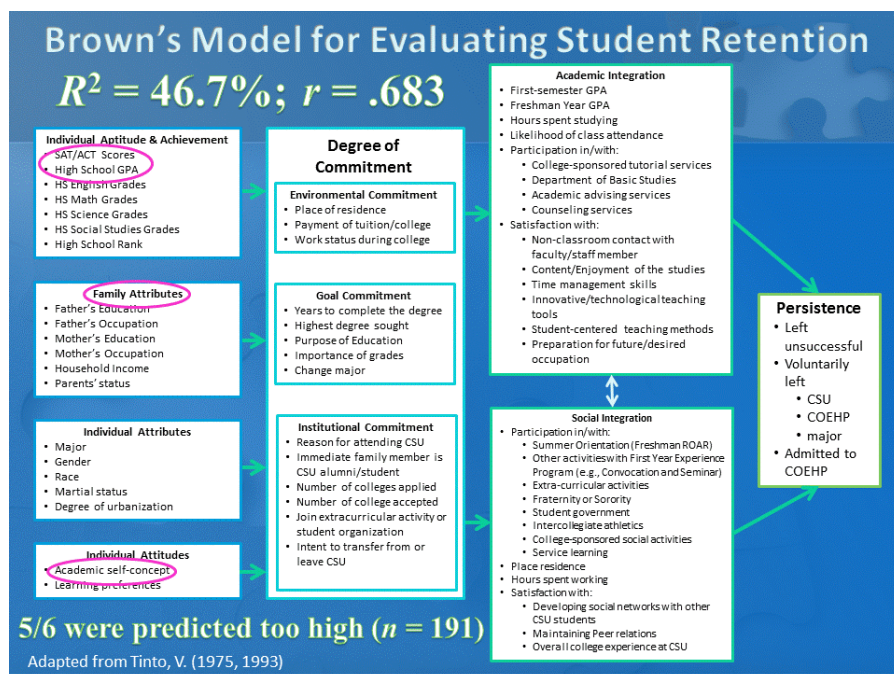
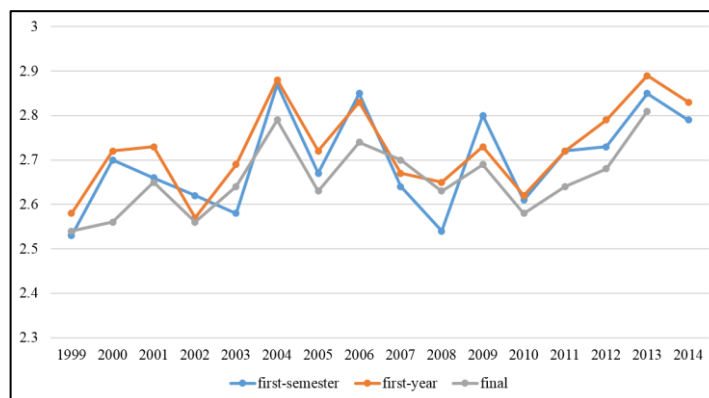


Figure 1 (to the left). Slide from the Faculty Forum presentation (Brown, 2014). Pink ovals indicate significant contributors to the persistence prediction model.

Figure 2 (below). Linear trends of first-semester, first-year, and final cumulative GPAs (Brown & Andrews, 2015).



institution. One possible implication includes more faculty training at the college-level regarding the use of effective instructional methods, which are components of the Seven Principles. This ongoing project has resulted in increased student engagement and satisfaction within the classroom, which has led to future research projects. For example, I used my research with the Seven Principles to develop an online instructor evaluation, which is utilized to evaluate part-time faculty within the department.

In addition, the College's RPG Sub-Committee, which I serve as the Chair, has examined a variety of issues related to retention within our College, including campus resource utilization, freshmen demographics, transfer rates, and academic success within targeted courses. This past year, the sub-committee examined student satisfaction in the online classroom environment utilizing the Chickering and Gamson (1987) framework with a mixed methods concurrent research design. The targeted sample included a 100% online education program (i.e., Accomplished Teaching) and a 100% online nursing program (i.e., RN-BSN). We developed a self-reported measure that was web-based using items from Crews, Wilkinson, and Neill (2015) and Zhang and Walls (2006). The measure was validated using PLS-SEM, then the quantitative and qualitative data were analyzed. We found there was a statistically significant difference between the two programs for cooperation among students, $F(1,101) = 8.326, p = .005, \eta_p^2 = .076$, and prompt feedback, $F(1, 102) = 8.324, p = .005, \eta_p^2 = .075$. The education group ($M = 3.23; SD = 0.51$) had a higher mean score for cooperation among students compared to the nursing group ($M = 2.88; SD = 0.67$). While the education group was given more opportunities to collaborate with their peers, the majority of the participants were not satisfied with the

experience. The nursing group ($M = 3.19$; $SD = 0.65$) had a higher mean score for prompt feedback compared to the education group ($M = 2.77$; $SD = 0.81$). The preliminary findings were presented at a College faculty meeting (Brown et al., 2016). The resulting manuscript is under review in *Insight: A Journal of Scholarly Teaching*. Based on these findings, the sub-committee will explore other options for improving online collaboration to ensure equal participation and accountability among group members and strategies for instructors to provide specific constructive and timely feedback within an online learning environment.

To assist with my research agenda, I hired a graduate research assistant in 2012. Amanda Andrews assisted me with locating literature, collecting survey data, “cleaning” databases, and writing program evaluation reports. Amanda was overwhelmed at first, but, with my guidance, we designed and implemented various research projects, which resulted in conference presentations and publications. In 2014, she designed a research study examining the retention of special education teachers, which aligned with her research interests. A 2014 poster session at EERA earned her the Best Student Paper Award for the conference. She has had four conference presentations, three published articles (Andrews & Brown, 2014; Andrews & Brown, 2015a, 2015b), and one manuscript under review in the *National Teacher Education Journal*. After graduation, she was hired as a school counselor in Gwinnett County, where she continues to utilize the knowledge and skills gained as a research assistant to benefit her students and school.

A research collaboration with Auburn University’s School of Nursing opened the door for a collaboration with CSU’s School of Nursing. I partnered with the Director of the School of Nursing to examine pre-nursing and nursing program success. We found that the most significant predictor of success in nursing coursework was Chemistry II, which had moderate relationships ($r = .21$ to $r = .40$) with all first-year nursing courses. Another moderate relationship ($r = .39$) existed between College Algebra and Chemistry 1. These results suggest that chemistry course and college algebra course performance could be reliable predictors of academic success in the first-year nursing courses. These collaboration could assist with identifying at-risk students and offering remediation early in the pre-nursing curriculum instead of waiting until they have been admitted to the nursing program (Brown, 2015a). A manuscript resulting from this project is under review in *Nursing Education Perspectives*.

Recently, I was named as a co-editor of our College’s journal, *Perspectives in Learning*. This new role will allow me to utilize my experience with the scholarship of teaching and learning to assist others in disseminating their research to national and international levels. First, I am in the developmental phase for transitioning the journal to Digital Commons, which will assist with indexing journal articles and increasing readership. Second, I am working to obtain an ISSN for the journal, which will assist in accounting for the journal’s citations accurately. Each of these experiences has allowed me to improve my scholarly activity and assist others with producing or polishing their own research projects related to teaching and learning.

At the **Department level**, I have conducted numerous research projects and program evaluations that have impacted my teaching and learning as well as fellow colleagues. Based on the findings of my trend analyses, an undergraduate’s freshman year experience was critical when the student decided whether to stay or leave the university along with my research with the College’s alumni (Brown, 2015c). Therefore, a cluster of freshman learning communities (FLC) was established within the Teacher Education Department in 2012. These educational foundation courses (i.e., EDUC 2110, 2120, and 2130) were paired with ENGL 1101 and taught by full-time faculty to keep the students engaged and excited about their future profession. ENGL 1101 was selected because our department saw a need to improve student

writing. For the fall 2012 FLC, I served as the course instructor for EDUC 2120, a multicultural course. This group of 23 incoming freshman students had all declared a major within education, which ranged from elementary to secondary. Throughout the semester, the ENGL 1101 instructor and the foundation course instructors met as a professional learning community to plan and reflect upon classroom activities. Of those students in my course, 95.7% returned for the fall 2013 semester, 87.0% returned for the fall 2014 semester, and 82.6% returned for the fall 2015 semester. In addition, 73.9% of these students remained in the field of education.

The next fall, I taught EDUC 2120 again and partnered with the English education faculty member who taught the ENGL 1101 for the FLC. We used this unusual collaboration to conduct retention, writing, and instructional strategy research. We planned this FLC to incorporate evidence-based strategies for such communities (e.g., shared content and collaborative planning). With this group of 23 students who enrolled in the EDUC 2120/ENGL 1101 FLC, 82.6% returned for the fall 2014 semester, and 73.9% returned for the fall 2015 semester. Of this group, only four students (82.6%) changed their majors to one outside the education field. For each of these FLCs, the retention rates were higher compared to the longitudinal trends of my College (i.e., 78.0% one-year retention, 61.7% two-year retention, and 53.3% three-year retention) (Brown & Andrews, 2015). Based on the success of these FLC projects, I received the Dean's Innovation Award in 2014.

To gain the students' perspective about the FLC, a survey was administered at the end of the fall 2014 semester. The students were asked to provide constructive feedback for improving the FLC. The feedback praised collaborative activities between the two courses, course instructors, and the hands-on instructional strategies. A follow-up survey was administered during spring 2015. When asked why they remained at this institution, they responded that the school was affordable, it had their desired program of study, and they had connections with other faculty and students. These findings, particularly the connections with other faculty and students, support my research findings with alumni (Brown, 2015c). *Both of these endeavors have led to increased retention within our College's undergraduate education programs.*

In the EDUC 2120 course, I utilized simulations to expose the students to "culture shock" and other diversity situations different from their current environment so they can see diversity from another point of view. Classified Monopoly allowed them to experience other social classes, and the field trip to Arnold Middle School allowed them to see how teachers run their classrooms using different strategies. In order to share these learning opportunities with a larger audience, I published an article about the Cross-Cultural Simulation (Brown, 2012b) and shared my activities with other instructors in Georgia, specifically faculty who teach the EDUC 2120 course at Georgia College and State University in Milledgeville. I also published an article about the Classified Monopoly Simulation (Brown, 2015b). This collaboration and publications will allow other students to benefit from my scholarship and experience.

As the program evaluator for the Woodrow Wilson Teaching Fellowship Program at CSU, I conduct focus groups and surveys to provide formative and summative suggestions for the program director. The findings have impacted their program and my program coordination efforts with the Accomplished Teaching program. For example, while conducting a focus group with the Woodrow Wilson Fellows, one student suggested a simple checklist to guide her through the admission and registration process (Brown, Mathis, & Andrews, 2015). I was inspired to develop a checklist for the students in my program, which is taught 100% online with in-service teachers across the state of Georgia. The checklist allows the prospective students to complete all of the required tasks to ensure an expeditious admission process. Many of my

current students are located outside of the Columbus area and are unable to come to campus, walk from office to office, and submit the required registration paperwork. The easy-to-follow checklist reduces their frustration and allows them to complete the process in a timely manner.

Within my **classroom**, I often conduct informal surveys at the end of courses to gather student feedback/input about class format, specific instructional strategies and specific assessments. For example, the creation of my first textbook resulted from student feedback and course evaluation comments. After using various textbooks and reviewing others, I found that I was supplementing the course content more often than utilizing the assigned textbook. When examining student course evaluations, I read comments like “The textbook wasn’t very engaging.” Such comments sparked the question of how could the content be restructured to capture all of the components that were necessary to build the educational foundations for the 21st century classroom, thus *Brown’s Useful Guide* (2012c) was born. I want my students to see how various learning theories can be applied to their current and future classrooms. To achieve this goal, I used my students’ course feedback to write the course textbook, which I give to all students who take EDUC 2130, an introduction to teaching course, and EDCI 6226, an instructional planning course, as a free downloadable PDF, which aligns with the Affordable Learning Georgia initiative to offer open educational resources. This textbook presents the theory and shows how it applies to the K-12 classroom setting using examples from my secondary classroom and other teachers’ classrooms.

The students are able to download the PDF formatted textbook onto their desktop, iPad or other mobile device, or print a hard copy from my B.U.G. for Teachers website. The textbook will be published through the CSU ePress in the spring of 2017 after the third edition revisions are completed. During the pilot phase, students across three sections were invited to participate in a web-based survey to evaluate the format and content of the textbook. The results were overwhelmingly positive, with 36 out of 48 students completing the evaluation survey, which was a 75% response rate. The majority of the respondents felt that the textbook content allowed them to understand the course material. In addition, the respondents felt that each topic within the textbook was accompanied by an application or concrete example. The respondents stated that this textbook provided more illustrations and examples compared to most college textbooks. This finding indicated that one of the goals was achieved because I wanted to create a textbook that showed the application of theory into the classroom setting. Since the pilot phase, three faculty members from CSU, Georgia Southwestern, and University of Maine have peer reviewed the textbook and offered guidance for improving it. Table 1 displays the means and standard deviations for the textbook content and layout evaluation items. The EDUC 2130 and EDCI 6226 students have been impacted by these project in numerous ways, including free course materials that they can utilize when they enter their future classrooms and practical

Table 1. *Means and Standard Deviations for the Content and Layout of the Textbook*

Statement	<i>M</i>	<i>SD</i>
Reading this textbook helped me understand the material.	3.50	0.66
Each topic had at least one concrete classroom example or application.	3.56	0.65
At least one activity or “tool” presented in this textbook will be used in my current and/or future classroom.	3.42	0.69
The interactive games offered an interesting method to review the material.	3.33	0.83
The writing style was clear and understandable.	3.36	0.72
The page layout had visual appeal (e.g., columns, colors, and font).	3.31	0.79

Note: Four-point Likert-type scale ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

theory-based solutions for real-world P-12 classroom issues. One student in EDUC 2130 commented on the course evaluations, “The main benefit was that I did not feel like I was trying to sift through pages of useless information in order to get the important content. The book was concise and easy to read understand.” Another student commented, “The book for this course was the most helpful and relevant text I have had.” In addition to my classes, *Brown’s Useful Guide* is utilized by other faculty members who teach the EDUC 2130 within the department.

In 2016, I wrote another textbook for a program evaluation course (i.e., EDSE 6175) that I developed for our department’s Masters in the Art of Teaching program (Brown, 2016b), which was published on the CSU ePress. The downloaded PDF was piloted during the summer 2016 semester and revised based on instructor and student feedback. In addition, I developed two assessment courses (i.e., EDSE 6111 and EDSE 6212) for the same program, which utilized open access materials. In 2015, I received a No-Cost-to-Students textbook grant for EDAT 6226, a curriculum design course, along with Amy McDaniel, a part-time faculty member, and Michelle Jones, a librarian, to develop open access materials for this course, which impacted approximately 200 students across seven sections in fall 2016. The resulting LibGuide will be utilized as the required course materials for all sections of EDAT 6226 during fall 2017.

My research with the Seven Principles has transitioned into the development and revision of online courses. During the last 2 years, I have received four online course development and improvement grants (i.e., EDSE 6111, EDSE 6212, EDAT 6159, and EDAT 6115) using the Seven Principles (Chickering & Gamson, 1987) and Quality Matters higher education rubric (Maryland Online, Inc., 2014). For EDAT 6159 and EDAT 6115, the master course shell will be copied into each section to ensure consistency and implementation of evidence-based practices among instructors and impacting approximately 425 students across 16 sections each academic year. The instructional strategies include dividing culminating assignments into smaller components, which are submitted throughout the semester to obtain instructor feedback, and varying instructional materials and assessment methods to meet the needs of the students. In addition, students are provided with prompt feedback with email communication and submitted assignments, opportunities for collaboration with other students using discussion boards and peer review process, and detailed syllabi and rubrics to outline instructor expectations. One of the reviewers, from my most recent QM peer review, commented that my EDAT 6115 master course shell was “one of the most well-structured and learner-friendly online courses I have seen”.

If I see the students are struggling with a particular concept during class, I redeliver the material using a different format. Subsequently, I allot more time for that concept during the next semester (e.g., classroom management and academic language in my EDUC 2130 course). Other teaching and learning projects that resulted from these observed struggles include foundational writing projects, peer review workshops, and the GAPE (Grammar, Audience, and Punctuation Errors) tool. All of these projects resulted in student gains on written assignments and peer-reviewed publications. When I first joined the department in fall 2011 semester, one of our departmental goals was to improve the quality of student writing for undergraduate and graduate students. I partnered with another colleague who worked with first-year writing courses during her doctoral program to address this goal. We combined our pedagogical backgrounds in process-based writing instruction and scaffolded support to make substantial improvements to core writing projects in educational foundations courses. In spring 2012 semester, I implemented peer review workshops in my EDUC 2120 course with one of the writing projects, Tracing One’s Roots essay. Overall, the students’ final drafts contained fewer grammar and mechanical errors than on their previous drafts. This finding suggests the peer review workshop

assisted students with producing higher quality writing. By collecting and analyzing students' completed peer review worksheets and the revisions made (or not made) to their final drafts, however, we discovered components of the peer review worksheet that needed improvement. In order to guide students in providing clear, consistent feedback on their peers' drafts, the essay's grading rubric was embedded on the peer review form. By making this change, students were provided with additional information describing the purpose of each essay component as well as information for rating each component, thus promoting more detailed and consistent feedback on their peers' writing. As a result of our action research, we have shared our peer review workshop format with other faculty members in our department and among colleagues in other institutions (see Figure 3) (Bentley & Brown, 2013; Bentley & Brown, 2014).

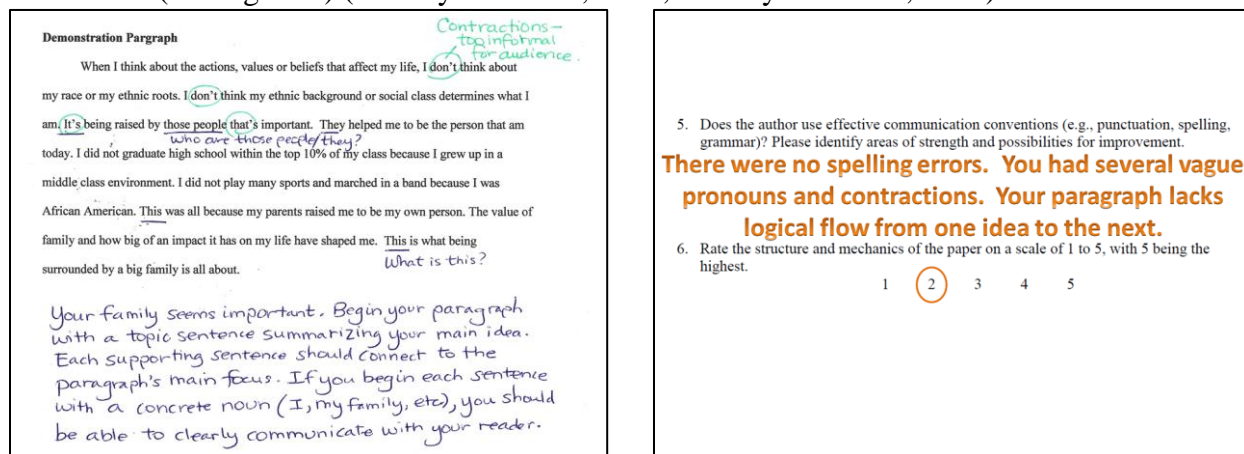


Figure 3. Two slides to illustrate a peer review workshop from the 2013 AACTE presentation.

When grading written assignments, I recognized a reoccurring issue with grammar, audience, and punctuation errors. As an intervention, I developed a series of mini-lessons to address these errors within my face-to-face EDUC 2130 course in the spring of 2013. This mini-unit was developed to improve grammar, audience, and punctuation errors within assignments taught in an introduction to teaching course. The mini-unit began with a 10-item pretest assessment and ends with a 10-item posttest assessment to measure the acquisition of knowledge. At the beginning of each subsequent class, the students were given two sentences as a warm-up. These sentences are a representative sample of typical writing submitted for the introduction to teaching course. The students were directed to locate and correct the grammar, audience, and/or punctuation errors. If the sentence was correct, they were to write "correct". I reviewed each sentence by asking one of the students to come to the interactive board, correct the error, and provide a rationale. Afterwards, I offered other options to correct similar errors (e.g., a run-on sentence can be correct with a period, comma and conjunction, or a semi-colon).

With the pilot group, the students increased their recognition of grammar, audience, and punctuation errors by 94.6%. A paired samples *t*-test revealed a statistically significant increase from pretest to posttest, $t(11) = 5.66$; $p < .001$. Two of the reoccurring comma issues within the posttest involved using a comma with two parts of a compound predicate and using commas with a series of three or more items. In addition, some of the students did not recognize that formal writing avoids the use of colloquial expressions and onomoplia. When asked to comment on the GAPE mini-unit on the course evaluations, the majority of students had favorable reviews of the mini-lessons. One student responded, "It helped me think before I write." Another student said, "...they helped me remember things I'd forgotten and taught me things I should've [known] already." The results indicate that the mini-lessons improved the recognition of

common grammar, audience, and punctuation errors. In addition to sharing the results of this strategy with colleagues in our department, the findings were disseminated in a peer-reviewed publication (Brown & Bentley, 2013).

In fall 2014, I transitioned the GAPE to my online sections of EDUC 2130. The students completed the same pretest and posttest like the face-to-face course, but the weekly mini-lessons were presented in groups of three each week within a quiz format instead of the warm-up format. These weekly activities exposed the students to common grammar, audience, and punctuation errors within formal academic writing. This activity further supported the discussion of academic language. On Monday of the following week, I emailed the students the correct answers with rationales. Of the 17 students who participated during the spring 2015 semester, the pretest mean score was 50.83 with a standard deviation of 19.29, and the posttest mean score was 72.50 with a standard deviation of 15.45. A paired *t*-test revealed a statistically significant increase from pretest to posttest, $t(11) = 3.20$; $p = .01$.

From the work of Boyer (1990) and Glassick, Huber, and Maeroff (1997), Shulman (1998) stated any type of scholarship, including discovery and teaching, has at least three key characteristics: (1) public, (2) peer reviewed, and (3) serve as a building block for future work by other scholars. As a practitioner and researcher, I have found a need to improve undergraduate retention and examine effective instructional strategies. Through my scholarship, I have found that the classroom can serve as a possible solution for the multifaceted retention puzzle that exists in higher education. My vision for improving retention through the classroom has led to designing classroom activities, which engage the student in meaningful learning. One of my EDCI 6226 students commented on the course evaluation, "The instructor gave detailed instructions, immediate constructive feedback, interesting assignments, good discussion support, and modeled all the attributes of a good teacher." This learning leads to increased student satisfaction and retention as evident by my FLCs. In an effort to share my scholarship, these presentations have open doors to other collaborations with colleagues at home and abroad, which has generated more questions and future research projects.

References

- Andrews, A., & Brown, J. L. (2014). Purpose of attending college: A factor of success?. *Perspectives in Learning*, 15(1), 25-33.
- Andrews, A., & Brown, J. L. (2015a). Discrepancies in the ideal perceptions and the current experiences of special education teachers. *Journal of Education and Training Studies*, 3(6), 126-131.
- Andrews, A., & Brown, J. L. (2015b). The effects of math anxiety. *Education*, 135(3), 362-370.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques*. San Francisco, CA: Jossey-Bass.
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In K. W. Spence & J. T. Spence (Eds.), *The psychology of learning and motivation: Advances in research and theory*, volume 2 (pp. 89-195). New York, NY: Academic Press.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Braxton, J. M., Hirschy, A. S., & McClendon, S. A. (2004). *Understanding and reducing college student departure*. ASHE-ERIC Higher Education Research Report Series (No. 30). San Francisco, CA: Jossey Bass.
- Bentley, E., & Brown, J. L. (2013). *Transcending the disciplinary lines at the post-secondary*

- level. Paper presented at American Association of Colleges for Teacher Education Conference, Orlando, Florida.
- Bentley, E., & Brown, J. L. (2014). Transcending disciplinary lines to promote student achievement at the post-secondary level. *International Journal of Teaching and Learning in Higher Education*, 26(2), 205-216.
- Brown, J. L. (2012a). Adding culture shock to an introductory diversity course. *National Teacher Education Journal*, 5(3), 35-39.
- Brown, J. L. (2012a). *An evaluation of the Brown's Useful Guide etextbook*. Unpublished manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L. (2012b). *An evaluation of the fall 2012 semester freshman learning communities for EDUC 2120 and EDUC 2130*. Unpublished manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L. (2012c). *Brown's useful guide: Where theory becomes applicable to classroom practice* (Georgia eEdition.). Retrieved from www.bugforteacher.com/etextbook.html
- Brown, J. L. (2012d). Development of a freshman orientation survey to improve student retention within a college. *College Student Journal*, 46(4), 834-851.
- Brown, J. L. (2014). *Examining retention at home and abroad*. Lecture presented at the 13th Annual Faculty Research Forum, Columbus State University Libraries, Columbus, Georgia.
- Brown, J. L. (2015a). *An exploratory examination of why nursing students do not graduate*. Unpublished Manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L. (2015b). Using information processing theory to teach social stratification to pre-service teachers. *Journal of Education and Learning*, 4(4), 19-23.
- Brown, J. L. (2015c). What can alumni tell us about persistence at commuter institutions?. *College Student Journal*, 49(3), 405-413.
- Brown, J. L. (2015d). *Woodrow Wilson fellowship program evaluation summer 2015 cohort: Semester 1 focus group*. Unpublished Manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L. (2016). *Program evaluation for the classroom teacher*. Columbus, GA: CSU ePress. Retrieved from <http://csuepress.columbusstate.edu/textbooks/1/>
- Brown, J. L., & Andrews, A. (2015). *College of education and health professions longitudinal retention study of freshman cohorts entering 1999 through 2014*. Unpublished Manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L., & Bentley, E. (2013). *An exploratory examination of an educational foundations freshman learning community*. Unpublished Manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L., & Bentley, E. (2013). Do other people “gape” at your writing? *National Teacher Education Journal*, 6(3), 33-36.
- Brown, J. L., Frazier, D., Saltiel, I., & Dentzau, M. (2016). *COEHP: RPG research sub-committee report (4/14/2016)*. Unpublished Manuscript, Department of Teacher Education, Columbus State University, Columbus, Georgia.
- Brown, J. L., Halpin, G., & Halpin, G. (2015). Relationship between high school mathematical achievement and quantitative GPA. *Higher Education Studies*, 5(6), 1-8.

- Brown, J. L., & Robinson-McDonald, D. (2014). An exploratory study of instructional strategies, academic integration, and subsequent institutional commitment. *Journal of Research in Education*, 24(2), 160-172.
- Brown, J. L., & Sifuentes, L. M. (2016). Validation study of the abbreviated math anxiety scale: Spanish adaptation. *Journal of Curriculum and Teaching*, 5(2), 76-82.
- Chickering, A. W., Barsi, L. M., Coplin, W. D., Hand, B. E., Poulsen, S. J., Romer, K. T., Ward, C., & Weimer, M. G. (1990). *Student inventory: 7 principles for good practice in undergraduate education*. Winona, MN: Winona State University.
- Chickering, A. W., & Gamson, Z. E. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39, 3-7.
- Crews, T. B., Wilkinson, K., & Neill, J. K. (2015). Principles for good practice in undergraduate education: Effective online course design to assist students' success. *Journal of Online Learning and Teaching*, 11(1), 87-103.
- DeSimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society, & Education*, 7(3), 252-263.
- Glassick, C. E., Huber, M. R., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
- Hopko, D. R., Mahadevan, R., Bare, R. L., & Hunt, M. K. (2003). The abbreviated math anxiety scale (AMAS): Construction, validity, and reliability. *Assessment*, 10(2), 178-182.
- Oberst, J. E. (1995). *Seven principles student inventory: An indicator of success* (Doctoral dissertation). Retrieved from *Social Science - Dissertations and Theses*. Paper 66.
- Maryland Online, Inc. (2014). *The quality matters higher education rubric* (5th ed.). Annapolis, MD: Author.
- Shulman, L. S. (1998). Course anatomy: The dissection and analysis of knowledge through teaching. In P. Hutchings (Ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning* (pp. 5-12). Washington, DC: The American Association for Higher Education.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89 – 125.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: The University of Chicago Press.
- Zhang, J., & Walls, R. T. (2006). Instructors' self-perceived pedagogical principle implementation in the online environment. *The Quarterly Review of Distance Education*, 7(4), 413-426.

Condensed Curriculum Vitae

EDUCATION

Auburn University

Auburn, AL

- Ph.D. in Educational Psychology (2008)
Dissertation: *An Examination of Cognitive and Non-cognitive Factors and Academic Success in the Pre-engineering Curriculum at a Four-year Southeastern University*

University of West Georgia

Carrollton, GA

- Ed.S. in Special Education: Curriculum and Instruction (2005)
- M.Ed. in Interrelated Special Education (2002)
- B.S.Ed. in Special Education: Mental Retardation (1998)
- Graduated with cum laude honors

ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE

Associate Professor of Educational Foundations: Columbus State University 2011-present

Department of Teacher Education, College of Education and Health Professions

Mathematics Teacher: LaGrange High School (Troup County Schools) 2008-2011

Graduate Research Assistant: Auburn University 2006-2008

Department of Educational Foundations, Leadership, and Technology

Special Education Teacher: Troup High School (Troup County Schools) 1998-2006

SPECIAL AWARDS AND OTHER HONORS

- CSU Scholarship of Teaching and Learning Award (2016)
- Faculty Mentor for the Recipient of the Outstanding Student Paper Award for the 2014 Eastern Educational Research Conference (2014)
- COEHP Scholar of the Year given by the COEHP faculty (2014)
- COEHP Dean's Innovation Award (2014)
- Outstanding Teacher of Writing Award given by the CSU Writing Center and CSU Faculty Center (2014)
- COEHP Nominee for the CSU Faculty Research and Scholarship Award (2013)
- Outstanding Graduate Student for Auburn University College of Education, given by the Department of EFLT faculty (2008)
- National Board for Professional Teaching Standards (Ages 8 – 21)
Exceptional Needs Specialist (2002)

MAJOR COMMITTEES RELATED TO SoTL

- COEHP CAEP Steering Committee (2015 - present)
Chair of Standard 3 (2015 - present)
- COEHP Retention, Progression, and Graduation Committee (2011 – present)
Chair of Research Sub-Committee (2013 – present)
- CSU Retention, Progression, and Graduation Committee (2012 – present)
Chair (2015 – present)
- CSU Institutional Review Board (2012 – present)
Assistant Chair (2012 – 2013); Chair (2013-present)

SERVICE RELATED TO SoTL

Program Coordinator 2013-present

M.Ed.: Curriculum and Instruction in Accomplished Teaching

Co-Editor, *Perspectives in Learning* 2016-present

College of Education and Health Professions, Columbus State University

Instructor, CRMC Summer & Follow-up Workshops for High School Teachers 2012-2014

Statistics: The Common Thread for a Curriculum in Transition (2012)

Just in Time for Analytic Geometry (2013)

Transitions Across the Mathematics Curriculum for the CCGPS (2014)

Instructor, Computer Science Summer Workshop for Middle and High School Teachers 2015

ACT4STEM: Applying Computational Thinking for STEM Disciplines

Creator & Webmaster 2009-present

Bell's Useful Guide for Teachers (www.bugforteachers.com)

Peer Reviewer 2011-present

- *Journal of Teacher Education*
- *Teaching/Writing: The Journal of Writing Teacher Education*
- *The Journal of Research in Education*
- American Educational Research Association Conference for Division J: Post-

Secondary Education and SIG #128: Teaching Educational Psychology.

- American Association of Colleges for Teacher Education Conference
- Eastern Education Research Association Conference
- Teacher Quality Grants administered through the University of Georgia

SELECTED PROGRAM EVALUATIONS RELATED TO SoTL

(which involved data collection, data analysis, and dissemination of the findings)

FNO Policy at LaGrange High School: Impact on Student Grades by Semester, Department, and Review Session Attendance ($n =$ over 1,300 high school students).

College of Education and Health Professions Longitudinal Retention Study of Freshman Cohorts Entering 1999 through 2014 ($n = 3,357$ college students).

College of Education and Health Professions: Pre-College Characteristics of Incoming Freshmen using the Freshman Orientation Survey 2012, 2013, and 2014 ($n = 717$ college students).

An Evaluation of the Fall 2012 Semester Freshman Learning Communities for EDUC 2120 and EDUC 2130 ($n = 45$ freshmen).

An Examination of *Brown's Useful Guide* etextbook (Fall 2012) ($n = 23$ college students).

An Exploratory Examination of An Educational Foundations Freshman Learning Community (Fall 2013) ($n = 23$ freshmen).

An Exploratory Examination of Why Nursing Students do not Graduate (Spring 2015) (which included a sample of 293 nursing students)

Woodrow Wilson Fellowship Program Evaluation Summer 2015 Cohort: Semester 1 Focus Group ($n = 16$), Semester 2 Focus Group ($n = 9$), Fall 2015 Cooperating Teachers ($n = 8$), Semester 3 Surveys for Confidence Levels, Cooperating Teachers, and University Supervisors ($n = 12$), and Semester 4 Survey and Focus Group ($n = 12$).

Woodrow Wilson Fellowship Program Evaluation Summer 2016 Cohort: Semester 1 Survey ($n = 14$) and Semester 2 Focus Group ($n = 3$).

SELECTED PUBLICATIONS RELATED TO SoTL

Brown, J. L. (2016). *Program evaluation for the classroom teacher*. Columbus, GA: CSU ePress.

Brown, J. L., & Sifuentes, L. M. (2016). Validation study of the abbreviated math anxiety scale: Spanish adaptation. *Journal of Curriculum and Teaching*, 5(2), 76-82.

Andrews, A., & Brown, J. L. (2015). Discrepancies in the ideal perceptions and the current experiences of special education teachers. *Journal of Education and Training Studies*, 3(6), 126-131.

Andrews, A., & Brown, J. L. (2015). The effects of math anxiety. *Education*, 135(3), 362-370.

Brown, J. L. (2015). Using information processing theory to teach social stratification to pre-service teachers. *Journal of Education and Learning*, 4(4), 19-23.

Brown, J. L. (2015). What can alumni tell us about persistence at commuter institutions?. *College Student Journal*, 49(3), 405-413.

Brown, J. L., Halpin, G., & Halpin, G. (2015). Relationship between high school mathematical achievement and quantitative GPA. *Higher Education Studies*, 5(6), 1-8.

Andrews, A., & Brown, J. L. (2014). Purpose of attending college: A factor of success?. *Perspectives in Learning*, 15(1), 25-33.

Bentley, E., & Brown, J. L. (2014). Transcending disciplinary lines to promote student achievement at the post-secondary level. *International Journal of Teaching and Learning in Higher Education*, 26(2), 205-216.

Brown, J. L. (2014, Fall). The probability of winning a high school football game. *The Statistics*

Teacher Network, 84, 6-13.

- Brown, J. L., & Robinson-McDonald, D. (2014). An exploratory study of instructional strategies, academic integration, and subsequent institutional commitment. *Journal of Research in Education*, 24(2), 160-172.
- Brown, J. L., & Bentley, E. (2013). Do other people “gape” at your writing? *National Teacher Education Journal*, 6(3), 33–36.
- Brown, J. L. (2012). Adding culture shock to an introductory diversity course. *National Teacher Education Journal*, 5(3), 35-39.
- Brown, J. L. (2012). *Brown’s useful guide: Where theory becomes applicable to classroom practice* (Georgia eEdition.).
- Brown, J. L. (2012). Development of a freshman orientation survey to improve student retention within a college. *College Student Journal*, 46(4), 834–851.
- Brown, J. L. (2012). The impact of the failure is not an option policy on student grades. *Perspectives in Learning*, 13(1), 22-28.
- Brown, J. L., Halpin, G., & Halpin, G. (2012). Weight: Does it really matter? *Journal of Modern Applied Statistical Methods*, 11(1), 211-217.
- Parker, F. M., Lazenby, R. B., & Brown, J. L. (2012). Mission possible CD ROM: Instructional tool for preceptors. *Nursing Education Today*, 32(5), 561 - 564.

SELECTED PRESENTATIONS RELATED TO SoTL

- Andrews, A., & Brown, J. L. (2015). *Discrepancies in the ideal perceptions and the current experiences of special education teachers*. Poster Session presented at Eastern Educational Research Association Conference, Sarasota, FL.
- Brown, J. L., & Andrews, A. (2015). *¡Bon appétit! Enjoy a meal of assessment*. Workshop Session presented at Muscogee County Teacher Leadership Academy, Columbus, GA.
- Brown, J. L., & Chouchane, R. (2015). *Interdisciplinary interactions: Examining dimensions of professional growth: Graduate student publishing*. Roundtable Session presented at Domin Graduate Research Conference, Columbus, GA.
- Andrews, A., & Brown, J. L. (2014). *Intentions to stay or leave: The influence of special educators’ perceptions on their professional life*. Poster Session presented at Domin Graduate Research Conference, Columbus, GA.
- Andrews, A., & Brown, J. L. (2014). *The effects of math anxiety on mathematical academic success during the freshman year*. Poster Session presented at Eastern Educational Research Association Conference, Jacksonville, FL.
- Brown, J. L. (2014). *What can alumni tell us about retention?*. Paper presented at Eastern Educational Research Association Conference, Jacksonville, FL.
- Brown, J. L. (2014). *Examining retention at home and abroad*. Lecture presented at the 13th Annual Faculty Research Forum, Columbus State University Libraries, Columbus, GA.
- Andrews, A., & Brown, J. L. (2013). *Purpose of attending Columbus State University: A factor of success?*. Poster Session presented at Domin Graduate Research Conference, Columbus, GA.
- Bentley, E., & Brown, J. L. (2013). *Transcending the disciplinary lines at the post-secondary level*. Paper presented at American Association of Colleges for Teacher Education Conference, Orlando, FL.
- Brown, J. L. (2012). *Development of a freshman orientation survey to improve retention*. Paper presented at Eastern Educational Research Association Conference, Hilton Head, SC.
- Bell, J. L. (2010). *The impact of the failure is not an option policy on student grades*. Paper

- presented at Eastern Educational Research Association Conference, Savannah, GA.
- Bell, J. L., Halpin, G., & Halpin, G. (2010). *The relationship between high school mathematical achievement and quantitative grade point average in a pre-engineering curriculum*. Paper presented at Eastern Educational Research Association Conference, Savannah, GA.
- Bell, J. L. (2008). *The probability of winning a high school football game*. Paper presented at Eastern Educational Research Association Conference, Hilton Head, SC.
- Bell, J. L. (2007). *Linking research to classroom instructional practices*. Poster session presented at Council for Exceptional Children Conference, Louisville, KY.

EXTERNALLY FUNDED GRANTS RELATED TO SoTL

- Project Director for the “No Child Left Behind” Title II Part A Higher Education IMPROVING TEACHER QUALITY Higher Education Grant
- Statistics: The Common Thread for a Curriculum in Transition
 - \$52,108 (Funding period: May 2012 – May 2013)
- Project Director for the “No Child Left Behind” Title II Part A Higher Education IMPROVING TEACHER QUALITY Higher Education Grant
- Just in Time for Analytic Geometry
 - \$45,674 (Funding period: May 2013 – May 2014)
- Project Co-Director for the “No Child Left Behind” Title II Part A Higher Education IMPROVING TEACHER QUALITY Higher Education Grant
- Transitions Across the Mathematics Curriculum for the CCGPS
 - \$49,796 (Funding period: May 2014 – May 2015)
- Math Education Consultant for the “No Child Left Behind” Title II Part A Higher Education IMPROVING TEACHER QUALITY Higher Education Grant
- ACT4STEM: Applying Computational Thinking for STEM Disciplines
 - \$47,896 (Funding period: February 2015 – May 2016)
- Principal Investigator for ALG No-Cost-to-Students Textbook Transformation Grant
- EDUC 6226 (Curriculum Design for Student Achievement)
 - \$15,800 (Funding period: October 2015 – December 2016)

INTERNALLY FUNDED GRANTS RELATED TO SoTL

- Principal Investigator for COEHP Summer Research Grant (2012)
- Development and Implementation of a COEHP Freshmen Orientation Survey (\$4000)
- Co-Principal Investigator for COEHP Teaching Effectiveness Grant (Spring 2013)
- Foundations Writing Project PLC (\$4000)
- Principal Investigator for COEHP Summer Research Grant (2013)
- Examining the Relationship between the Seven Principles for Good Practice in Undergraduate Education, academic integration, subsequent institutional commitment, student performance and student persistence with COEHP (\$4000)
- Project Director for Online Course Development Grant (AY 2015)
- EDSE 6111: Assessment in Secondary Education I (\$2500)
- Project Director for Online Course Improvement Grant: Category C (AY 2016)
- EDAT 6159: Multicultural Studies across the Curriculum (\$1000)
- Project Director for Online Course Improvement Grant: Category B (AY 2016)
- EDAT 6115: Knowledge of Students and Their Learning (\$1500)
- Project Director for Online Course Improvement Grant: Category A (Fall 2016)
- EDSE 6212: Assessment in Secondary Education II (\$750)



Regents Award Selection Committee
Faculty Affairs
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear Selection Committee Members:

This letter is in strong support of Dr. Jennifer Brown's nomination for the Regents Scholarship of Teaching and Learning Award. Dr. Brown's research focuses on retention of undergraduate students and effective teaching practices. She engages in research in both of these areas at multiple levels (course, program, department, college, and university). She also collaborates with colleagues at each of these levels.

Because of her research interests, Dr. Brown has been instrumental in bringing the issue of retention, progression, and graduation (RPG) to the forefront in the College of Education and Health Professions and across campus at Columbus State University. She chairs both the college and university committees for RPG, using her role on these committees to engage others in collaborative research that is used to inform decision making to improve student retention, with a particular focus on the retention of freshmen. She leads a group of colleagues within the college in research projects focused on RPG each year, providing data to inform another group's development of implementation strategies designed to improve RPG in the college. As a result of Jennifer's work, we are able to develop concrete strategies that improve student retention in the college.

Dr. Brown also studies her own teaching. Once she implements any practice in her courses, she collects data, whether it is student assessment data or a survey, and uses the data to examine the effects of the implemented practice. For example, when she began teaching an introductory foundations of education course she created an eBook that more closely matched the course objectives than the textbooks that had been used in that course previously. She developed a survey and sought student feedback from students in both online and face to-face classes regarding the usefulness of the eBook at the end of the course in order to determine if students found the format and content of the book useful. Students overwhelmingly indicated that the eBook was effective in helping them learn the content of the course. She has also studied the effectiveness of Freshman Learning Communities on student learning and retention. Based on findings from her research on teaching effectiveness, she makes changes to her courses to continuously improve her own teaching and students' learning.

Finally, Jennifer is a prolific writer, as evidenced by her numerous presentations and publications. Because Dr. Brown's interest is truly focused on student retention and learning, she wants others to know about the results she is achieving with her students so they can employ effective practices as well. She seeks presentations and publication as a means of making these practices available to others, not for personal gain. It is simply what Dr. Brown does. In fact, she is quite humble about her work; frequently requesting that no attention be given to her extensive publication record. Her accomplishments

include a number of published surveys, eBooks that are available to students, and numerous publications that can inform teaching practices and serve as models for how others can study their own teaching.

Dr. Brown is the epitome of the Scholarship of Teaching and Learning. She has truly integrated research into her teaching by thoughtfully developing ways to document the effectiveness of her teaching and her students' learning. She is most willing to share her findings, her surveys, her eBooks, and her teaching practices with colleagues on campus, across the state, and around the world. She is a truly dedicated teacher- researcher who has developed her research agenda around improving teaching and learning, including retaining students in college. I strongly support Dr. Jennifer Brown's nomination for the Regents Scholarship of Teaching and Learning Award.

Sincerely,

A handwritten signature in cursive script that reads "Deirdre Greer". The signature is written in dark ink and is positioned above the typed name and title.

Dr. Deirdre C. Greer, Dean
College of Education and Health Professions
Columbus State University
Columbus, GA 31907
(706) 507-8505



ulm university universität
uulm

Universität Ulm | 89069 Ulm | Germany

Regents Award Selection Committee
Faculty Affairs
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Fakultät Ingenieurwissenschaften,
Informatik und Psychologie

Lisa Respondek

Albert-Einstein Allee 47
89081 Ulm, Germany

Tel: +49 731 50-31132
lisa.respondek@uni-ulm.de
<http://www.uni-ulm.de/in/psy-paed.html>

May 26, 2016

Dear Regents Award Selection Committee:

I am honored to contribute to the nomination of Associate Professor of Educational Foundations in the Department of Teacher Education, Jennifer L. Brown, for the Regents' Scholarship of Teaching and Learning Award. I do not know Dr. Brown personally, but I am very familiar with her work. I contacted her in August 2013 after reading her validation study of the Freshman Orientation Survey in *College Student Journal*, which was published in 2012. Within my dissertation, I am conducting a longitudinal freshman survey and found her ideas about student retention very helpful and inspiring. Due to no German standard scale, I used the complete institutional commitment scale and adopted it to German higher education. We are using this scale among others for our longitudinal undergraduate survey. We are still collecting the data and planning a paper in the end of this year. At the moment, already about 300 students have been involved in the study.

Dr. Brown's questionnaire was an inspiration in kind of concrete item wordings and kind of scales. We added the scale to a German similar version and created our scale to measure dropout tendency, as we are interested in freshman dropout decisions, among other research questions. Results of the dropout tendency scale (which Dr. Brown's institutional commitment scale is a part of) were already presented at the German Psychology Conference DGPS 2014 as well as the European Educational Psychology Conference EARLI 2015. Currently, we are working on our final measurement point as well as the first paper.

Parts of Dr. Brown's work affects the students at our University, as they can reflect on their dropout tendency as well as potential dropout decision through the our freshman survey. I am looking forward to further discussions and exchanges with Dr. Brown about student retention and freshman surveys.

Greetings,

Lisa Respondek
Dipl.-Psych. & PhD student
Institut für Psychologie und Pädagogik
Lehr-Lernforschung in den MINT-Fächern
und der Medizin
Albert-Einstein-Allee 47 • 89081 Ulm