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Partners

Teaching and Learning Commons
Digital Publishing Institute
West Virginia University Libraries

This directory can be found online at https://textbooks.lib.wvu.edu/sotl

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2017
SCHOLARSHIP OF
TEACHING AND LEARNING
DIRECTORY
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INTRODUCTION

Welcome to the 2017 directory for the scholarship of teaching and learning (SoTL) at West Virginia University! This inaugural SoTL directory began as a collaboration between the Teaching and Learning Commons and the Digital Publishing Institute.

We began the academic year defining the broad scope of research that we wanted faculty instructors to include under the heading of SoTL work—from peer-reviewed publications to presentations and poster sessions—anything that included thoughtful reflection on and research of teaching practices that was distributed to audiences in a formal way. We hope this inaugural directory introduces you to a few of the scholars on campus doing outstanding pedagogical research.

In part through the Faculty Associates program of the TLC, the editorial team worked to produce this booklet as an open-access resource for faculty instructors to learn about each others’ scholarly–pedagogical work and to build collaborations where possible. We hope to continue producing this book on an annual or biennial basis and to possibly create a database for additions, updates, and more easy searching of colleagues. If you would like to be included in future iterations of this directory for your pedagogical research, please contact the Teaching and Learning Commons.
CHERYL E. BALL

Associate Professor of Digital Publishing Studies
Eberly College of Arts and Sciences
Department of English
chball@mail.wvu.edu
http://ceball.com/

Research Interests
Scholarly multimedia, digital publishing, editorial pedagogy, multimodal composition, academic literacies, professionalization

Biography
Cheryl E. Ball is associate professor of digital publishing studies and director of the Digital Publishing Institute at West Virginia University. Since 2006, Ball has been editor of the online, peer-reviewed, open-access journal Kairos: Rhetoric, Technology, and Pedagogy, which exclusively publishes digital media scholarship. Her recent research in editorial workflows and digital publishing infrastructures can be found in multiple journals and edited collections, as well as on her personal repository, http://ceball.com. She is co-principal investigator on a $1-million Andrew W. Mellon Foundation grant to build an open-access multimedia academic publishing platform, Vega. She also serves as the executive director of the Council of Editors of Learned Journals.

Publications


Ball, Cheryl E. (2013). Pirates of metadata or, The true adventures of how one editor, fifteen undergraduate publishing majors, and 25,000 media elements survived a metadata mining project. In Stephanie Davis-Kahl & Merinda Hensley (Eds.), Extend and unify: Outreach and education for scholarly communication and information literacy programs. Chicago, IL: Association of College and Research Libraries.


Awards

2015–2016 Plexi Award for Excellence in Teaching/Mentoring, Oslo School of Architecture and Design

2015–2016 Benedum Distinguished Scholar in the Arts & Humanities, West Virginia University

2008–2011 Sigma Tau Delta Teaching/Mentoring Award, Illinois State University
LINDA BLAKE
Science Librarian
WVU Libraries
linda.blake@mail.wvu.edu
https://lib.wvu.edu/about/directory/employee/27/

Research Interests
Information literacy, communicating science, ethics in science, science information cycle

Biography
Linda Blake is the science librarian at West Virginia University liaising with the Eberly College Departments of Biology, Chemistry, Forensics and Investigative Sciences, Geography/Geology, Mathematics, Physics, and Statistics. She has been teaching students how to use library resources for 38 years with specialization in science and math since she came to WVU in 1997. Most of her work is with upper division science students, but she also has taught first-year students through English 102 and the one-hour course Introduction to Library Research.

Publications


Blake, Linda, & Warner, Tim. (2011). Seeing the forest of information for the trees of pages: An information literacy case
study in a geography/geology class. *Issues in Science & Technology Librarianship*, 64. [http://www.istl.org/11-winter/refereed2.html](http://www.istl.org/11-winter/refereed2.html)

**Awards**

2013 Outstanding Librarian Award
CARLA B. BRIGANDI
Assistant Professor of Special Education
College of Education and Human Services
carla.brigandi@mail.wvu.edu
http://facultyportal.cehs.wvu.edu/specialed/brigandi/

Research Interests
Gifted education, research-based enrichment practices, underachievement, improving educational opportunities for high-ability students from underrepresented populations

Biography
Carla B. Brigandi is an assistant professor of special education at West Virginia University. Her scholarship is focused on improving educational opportunities for high-ability students, particularly with regard to research-based enrichment practices. She is also interested in understanding gifted underachievement. Prior to becoming an assistant professor, Brigandi was a mathematics teacher for students in grades 8–12, a teacher in a gifted enrichment program, and a secondary school gifted program coordinator. Currently, Brigandi is researching differences in high-ability students who complete and those who drop out of a multifaceted STEM intervention program. She received her doctorate in educational psychology with a focus on gifted education and talent development from the University of Connecticut.

Publications
Brigandi, Carla B., Siegle, Del, Weiner, Jennie M., Gubbins, E. Jean, & Little, Catherine A. (accepted). The perceived relation-
ship between participation in enrichment and the environmental perceptions of gifted secondary school students. *Gifted Child Quarterly.*


**Awards**

2016 National Association for Gifted Children Research & Evaluation Dissertation Award

2015 National Association for Gifted Children Doctoral Student Award

2015 University of Connecticut Doctoral Dissertation Fellowship

2012 Educator of the Year, Windsor High School, Windsor, CT
SEAN BULGER

Associate Professor
College of Physical Activity and
Sport Sciences
sean.bulger@mail.wvu.edu
http://cpass.wvu.edu/faculty/
pete/sean-bulger

Research Interests
Scholarship of teaching and learning, professional issues in higher education, multi-component school physical activity interventions

Biography
Sean M. Bulger received his BS in physical education from The Canisius College of Buffalo (1992), M.Ed. from North Dakota State University (1997), and Ed.D. from WVU (2004) with an emphasis in physical education and cognate in applied exercise science. He has authored over 50 publications and delivered over 100 professional presentations. Bulger’s recent projects include Greenbrier CHOICES (Children’s Health Opportunities Involving Coordinated Efforts in Schools) and McDowell CHOICES (Coordinated Health Opportunities Involving Communities, Environments, and Schools). These projects targeted the development, implementation, management, and evaluation of comprehensive school physical activity programs and have generated over $1 million in grants and contracts from federal and non-federal sources.

Publications


**Awards**

2016 Ray O. Duncan Award for Outstanding Service, WV Association for Health, Physical Education, Recreation & Dance

2011 Scholar Award, WV Association for Health, Physical Education, Recreation & Dance

2010 Honor Award, WV Association for Health, Physical Education, Recreation & Dance
Scott Cottrell, Ed.D. serves as the associate dean for Student Services and Curriculum. He is an associate professor in the Department of Medical Education. His research interests include curricular development and assessment. Cottrell’s teaching interests include statistics, measurement, and assessment. He currently serves as an editor for several journals.

**Research Interests**
Assessment, measurement, SoTL

**Publications**


Awards

Two-time recipient of the Southern Group on Medical Education’s Medical Education Scholarship, Research and Evaluation Award
KELLY DIAMOND

University Librarian
kelly.diamond@mail.wvu.edu
https://lib.wvu.edu/about/directory/employee/48/

Research Interests

Information literacy, instructional design, librarian–faculty collaboration, composition and rhetoric, gender studies, popular culture

Biography

Kelly Diamond is a University Research Librarian and has worked at WVU Libraries since 2002. She holds an MA in English literature as well as a graduate certificate in instruction design from George Washington University. Before she began her professional career as a librarian, she worked as a composition instructor in WVU’s Department of English. Diamond is responsible for developing and maintaining the Libraries’ online course, ULIB 101: Introduction to Library Research. She also spearheaded the creation and development of the online WVU Plagiarism Avoidance Tutorial. Serving as a liaison to the Department of English, Diamond has worked closely with many faculty members on course and instructional development. She is also an active member in two Association of College and Research Libraries (ACRL) committees: the ACRL Literatures in English Mentoring program as well as the ACRL Literatures in English Research Competencies Task Force.

Publications

Brady, Laura, Singh-Corcoran, Nathalie, Dadisman, Jo Ann, & Diamond, Kelly. (2015). A collaborative approach to


Awards

2004 New Voices in West Virginia Libraries
LOWELL DUCKERT

Assistant Professor
Eberly College of Arts and Sciences
Department of English
Lowell.Duckert@mail.wvu.edu
http://english.wvu.edu/faculty-staff/lowell-duckert

Research Interests
Early modern drama and travel literature, environmental criticism, new materialism, actor-network theory, object-oriented ontology

Biography
Lowell Duckert received his PhD from The George Washington University. He is the author of For All Waters: Finding Ourselves in Early Modern Wetscapes (University of Minnesota Press, 2017), which explores early modern waterscapes, desire, and more-than-human forms of textual and corporeal composition. With Jeffrey Jerome Cohen, he has edited “Ecomaterialism” (postmedieval, 2013); Elemental Ecocriticism: Thinking with Earth, Air, Water, and Fire (University of Minnesota Press, 2015); and Veer Ecology: A Companion for Environmental Thinking (forthcoming from University of Minnesota Press). He has published articles on topics such as glaciers, polar bears, maroon, Walter Ralegh, rain, fleece, and lagoons.

Publications

KIM K. FLOYD

Associate Professor of Special Education
College of Education and Human Services
kim.floyd@mail.wvu.edu
http://facultyportal.cehs.wvu.edu/specialed/floyd

Research Interests
Assistive and instructional technology, inclusive preschool practices, universal design for learning, flipped instruction

Biography
Kim K. Floyd is associate professor of special education at West Virginia University. Since 2009, Floyd has created and is the coordinator of the Collaborative Assistive Technology Education Lab housed in the College of Education and Human Services, where students from multiple disciplines complete activities integrating assistive and instructional technologies with their coursework. She has received several grants to conduct research on the infusion of technology into classrooms as well as virtual simulations. Floyd is currently serving as Headquarters Co-Coordinator for the American Council on Rural Special Education.

Publications

digital content, mobile learning and technology integration models in teacher education. Hershey, PA: IGI Global.


**Awards**

2013 Darden Fellow, Old Dominion University

2012–2013 Outstanding Teaching Award, West Virginia University

2010–2011 Outstanding Teaching Award, West Virginia University
JULIA DAISY FRAUSTINO

Assistant Professor
Reed College of Media
jdfraustino@mail.wvu.edu
http://reedcollegeofmedia.wvu.edu/faculty-staff/faculty/julia-daisy-fraustino

Research Interests
Crisis/risk/disaster communication, strategic communication and public relations, social/digital/mobile media, ethics, community resilience, technology within strategic communication learning and pedagogy

Biography
Julia Daisy Fraustino is an assistant professor of strategic communications at West Virginia University. Prior, Fraustino spent several years practicing professional strategic communication for clients in for-profit, nonprofit, and government realms. She brings those experiences to her passion for teaching, research, and service. Fraustino uses quantitative and qualitative methods to research strategic communication surrounding risks, disasters, and crises from a public relations perspective, emphasizing resilience and focusing on digital/social media and ethics. As a research affiliate at the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a U.S. Department of Homeland Security Center of Excellence, Fraustino has worked on research grants and contracts totaling more than $1 million.
Publications


Awards

2016–2017 Faculty Research Award, WVU Reed College of Media

2016 Frank Prize in Public Interest Communication

2015 Promising Professor Award, AEJMC Mass Communication and Society Division

2015 Charles Richardson Award for Most Outstanding Ph.D. student

2015 Top Teaching Research Paper Award, AEJMC Public Relations Division

2015 Best Faculty Paper Award, ICA Public Relations Division
Research Interests
Instructional communication, interpersonal communication, research methods and statistics

Biography
Alan K. Goodboy is an associate professor of communication studies at West Virginia University. His recent research examines bullying in educational, organizational, interpersonal, intergroup, and mediated contexts. He is currently conducting a series of studies on workplace bullying that examine high-strain and stressful working environments. As an instructional scholar, he is currently completing a series of experiments that examine how effective teaching and students’ self-regulation intersect to optimize learning. Goodboy also has an interest in statistics and continues his education by regularly attending advanced courses in statistical analyses (e.g., dyadic data analysis, meta-analysis, conditional process analysis).

Publications


**Awards**

2016 Eastern Communication Association Research Fellow

TODD HAMRICK

Teaching Assistant Professor
Statler College of Engineering
and Mineral Resources
todd.hamrick@mail.wvu.edu
http://www.statler.wvu.edu/
faculty-staff/faculty/todd-
hamrick

Research Interests
Project based, kinesthetic learning, study abroad, art–science interconnectivity

Biography
Todd Hamrick is a teaching assistant professor in the Freshman Engineering Program at West Virginia University’s Statler College, a position he has held since 2011. He received his PhD that same year from WVU in mechanical engineering. Hamrick received undergraduate degrees in mechanical engineering and German in 1987, and returned to academia after a 22-year engineering career in industry. Hamrick has served in a broad range of positions including design, product development, project management, tool and die, manufacturing, sales, and management. Since 1998, he has mentored and lead youth organizations including Boy Scouts, Girl Scouts, 4-H, and First Robotics. He currently teaches a special fundamental programming course that includes robotics, and leads an annual short term study abroad course to Germany and the UK. His teaching style brings practical, innovative, experience-based learning to the classroom, where hands-on projects that reflect real world applications are valued by students.
Publications


Awards

2013 Statler College Outstanding Teacher
KIRSTINA M. HASH

Professor of Social Work/
Director of Gerontological
Certificate Program
Eberly College of Arts and
Sciences
School of Social Work
kmhash@mail.wvu.edu
http://kmhash.wordpress.com

Research Interests

Rural gerontology, geriatric
education, family caregiving,
gay and lesbian issues, use of
technology in teaching and research

Biography

Kristina M. Hash’s work has been published in the
Journal of Gerontological Social Work, the Journal of Gay and
Lesbian Social Services, the Journal of Teaching in Social Work,
and Geriatric and Gerontology Education. Her book, Aging
in Rural Places, was published in 2015 and her edited
volume, Annual Review of Geriatrics and Gerontology: Contem-
porary Issues and Future Directions in Lesbian, Gay, Bisexual,
and Transgender (LGBT) Aging, was published in 2017.
Hash is an expert trainer for the Council on Social Work
Education’s National Center for Gerontological Social
Work Education and helped develop the national Special-
ized Curricular Guide for GER Social Work Practice. She has been an investigator for four geriatric education
grants funded by the John A. Hartford Foundation and
the DHHS/HRRSA/Bureau of Health Professions. Her
practice background includes positions in home health
care, social work continuing education, and research and
program evaluation. Her experience as a caregiver for her
grandmother was the driving force behind her interest in
social work and aging.
Publications


Awards

2017 WVU Foundation Award for Outstanding Teaching

2016–2017 Eberly College Outstanding Teaching Award

2013 David Z. Morgan Award for Excellence in Geriatric Education

2012 Judith Gold Stitzel Award for Excellence in Teaching and Learning in Women’s Studies

2011 Outstanding Principal Investigator in Aging Award, New York Academy of Medicine/Social Work Leadership Initiative
KIRK HAZEN

Professor of Linguistics
Eberly College of Arts and Sciences
Department of English
Kirk.Hazen@mail.wvu.edu
http://english.wvu.edu/faculty-staff/kirk-hazen

Research Interests
Sociolinguistics, language variation, quantitative analysis, dialects, American English, English in Appalachia

Biography
Kirk Hazen is professor of linguistics in the Department of English at West Virginia University, where he also directs the West Virginia Dialect Project. His research program since 1993 has focused on the influence of linguistic and social factors on language variation patterns. His research has been supported by both the National Science Foundation and the National Endowment for the Humanities. In addition to articles and book chapters, he has authored An Introduction to Language (Wiley, 2015) and Identity and Ethnicity in the Rural South (Duke, 2000), co-authored Dialect Change and Maintenance on the Outer Banks (1999) with Walt Wolfram and Natalie Schilling-Estes and co-edited Research Methods in Sociolinguistics (Wiley, 2014) with Janet Holmes. From the start of his career, he has promoted sociolinguistic goals by presenting dialect awareness programs to numerous communities.

Publications


**Awards**

2017 Faculty Award for Distinction in Undergraduate Research Mentoring

2017–2021 NSF Community Studies of Sociolinguistic Change in Appalachia (BCS-1651003)

2014–2015 Benedum Distinguished Scholar

2011–2016 NSF Phonetic Variation in Appalachia (BCS-1120156)

2010–2011 Sigma Tau Delta Outstanding Teacher Award

2008–2012 NSF A Sociolinguistic Baseline for English in Appalachia (BCS-0743489)
J. KASI JACKSON

Associate Professor of Women’s & Gender Studies
Eberly College of Arts and Sciences
kasi.jackson@mail.wvu.edu
http://womensgenderstudies.wvu.edu/our-people/kasi-jackson

Research Interests
Gender and science, feminist science studies, multidisciplinary STEM education, faculty development, science, technology, society, feminist pedagogy

Biography
J. Kasi Jackson is an associate professor of women’s and gender studies at West Virginia University. Her research covers supporting women faculty in STEM, STEM education, gendered impacts on animal behavior research, and the representation of science in popular culture. She completed her PhD in biology, with a focus on animal behavior and has a graduate certificate in women’s studies from the University of Kentucky. Her undergraduate degrees are in biology and studio art. She is a co-investigator on a National Science Foundation ADVANCE award (1007978) to recruit, retain, and promote women faculty in science and engineering. She was the PI on an NSF Noyce award to recruit and train highly qualified math and science teachers to work in West Virginia schools and a co-PI on NSF awards to develop a nanosystems minor and to train science and math university faculty in effective, student-centered teaching practices.
Publications


Awards

2016 IDEA Faculty Fellow, WVU Office of the Provost

2009 Excellence in Service Learning Faculty Award, WVU Center for Civic Engagement
UGUR KALE

Associate Professor
College of Education and Human Services
Department of Learning Sciences and Human Development
ugur.kale@mail.wvu.edu
http://facultyportal.cehs.wvu.edu/lshd/kale

Research Interests
Computational thinking, online learning, instructional design, technology integration, teacher education, professional development

Biography
Ugur Kale’s primary focus is to examine the urgent issues that emerging technologies bring to computational thinking, online learning, and teacher education today. His undergraduate degree is in mathematics and he earned his master and doctoral degree in instructional systems technology at Indiana University. He is currently teaching courses that deal with multimedia learning, computational thinking, technology integration, instructional design, and educational psychology.

Publications

**Awards**

2016, 2012: Nominated for Top Paper Award, American Educational Research Association, Technology as an Agent of Change in Teaching and Learning Special Interest Group

2016 Top Paper Award, International Communication Association, Instructional and Developmental Communication Division

2013, 2011 Outstanding Teaching Award, College of Education and Human Services, West Virginia University
Research Interests
Competency-based education, problem-based learning

Biography
Paul Lockman is the Inaugural Douglas Glover Chair of Pharmaceutical Sciences and Associate Director for Translational Research at the WVU Cancer Institute. He uses innovative, computerized, competency-based instruction and assessment methods that are founded upon educational theory to reduce the disparities between students in basic science courses.

Publications


Fike, David S., McCall, Kenneth, L., Raehl, Cynthia L., Smith, Quentin R., & Lockman, Paul R. (2010). Improving educational outcomes of Hispanic students in a professional

**Awards**

2012 Texas Tech Chancellor’s Award for Teaching Excellence

2009 Texas Higher Education Coordinating Board Star Award Finalist

2007 American Association of Colleges of Pharmacy, Innovations in Teaching Award
DIANA KNOTT MARTINELLI

Associate Professor and Widmeyer Professor in Public Relations
Reed College of Media
diana.martinelli@mail.wvu.edu
http://reedcollegeofmedia.wvu.edu/faculty-staff/faculty/diana-knott-martinelli

Research Interests
Strategic communications, leadership and mentorship

Biography
The first Widmeyer Professor in Public Relations, Diana Knott Martinelli earned both her bachelor’s and master’s degrees from the WVU Reed College of Media and her PhD from the University of North Carolina at Chapel Hill. She earned her doctorate after working for nearly 15 years in various public relations and communications positions, including those in broadcasting, health care, and federal programs. She has served as associate dean of the college since 2011 and served as acting dean in 2015. She is a member of the national journalism honorary society Kappa Tau Alpha and the prestigious Arthur W. Page Society, and serves on the advisory board for the Plank Center for Leadership in Public Relations at the University of Alabama. She has held national committee or officer positions in the Public Relations Society of America and the Association for Education in Journalism and Mass Communication (AEJMC). Martinelli serves on the editorial boards of Journal of Public Relations Research, Communication Research Reports and Mass Communication and Society, among others. She regularly gives public relations and communication seminars to government, professional, and academic audiences.
Publications


Awards

2011 WVU Foundation Teaching Award

2011 AEJMC Mass Communication and Society Division’s Distinguished Educator Award

2009 Judith Gold Stitzel Award for Excellence in Women’s Studies Teaching and Learning
CRIS MAYO

Director of the LGBTQ+ Center and Professor in Women’s and Gender Studies
Eberly College of Arts and Sciences
cris.mayo@mail.wvu.edu
http://lgbtq.wvu.edu/about-us/faculty-staff-and-student-workers/cris-mayo

Research Interests
Philosophy of education, LGBTQ youth and schools

Biography
Cris Mayo is the director of the LGBTQ+ Center at West Virginia University and professor in women’s and gender studies. Mayo’s books include Disputing the Subject of Sex: Sexuality and Public School Controversies (Rowman & Littlefield, 2004) and LGBTQ Youth and Education: Policies and Practices (Teachers College Press, 2013). Both have won the Critics’ Choice Award from the American Educational Studies Association. In addition, Mayo has edited or co-edited special issues of Philosophy of Education, Educational Philosophy and Theory, and Urban Education. Additional publications include works in philosophy of education, pedagogy, educational policy, and gender and sexuality studies in journals such as Educational Theory, Educational Policy and Theory, Policy Futures in Education, and Sexuality Research and Social Policy.

Publications


**Awards**

2014 Queer SIG Body of Work Award, American Educational Research Association
PAUL MILLER

Teaching Associate Professor
Eberly College of Arts and Sciences
Department of Physics and Astronomy
paul.miller@mail.wvu.edu
http://physics.wvu.edu/faculty-and-staff/faculty/paul-m-miller

Research Interests
Physics education, large lecture hall instruction, course reform

Biography
Paul Miller is a teaching associate professor of physics at West Virginia University. His interests include physics education, informal science education, and plasma physics. He specializes in the teaching of introductory physics for engineers and for elementary education majors, and he is part of the new WVUteach program. He is a former director of the National Youth Science Camp. Miller received his BS in physics at the University of Wyoming, where he also completed a BA in secondary science education. He received his MS in physics from the University of Michigan. Miller taught in public high schools in Oregon, Maryland, and West Virginia before returning to complete his PhD at WVU. He has been teaching physics at WVU since 2009.

Publications
Awards

July 6, 2013 Honored by the Governor of West Virginia, Earl Ray Tomlin, for being instrumental in developing the National Youth Science Camp to its full potential as part of the celebration of the program’s 50th anniversary.

2005 Outstanding Science Teacher by the WV Academy of Science.
MICHELLE RICHARDS-BABB

Associate Professor/Director of Undergraduate Research
Eberly College of Arts and Sciences
C. Eugene Bennett Department of Chemistry
Michelle.Richards-Babb@mail.wvu.edu
http://www.chemistry.wvu.edu/faculty-and-staff/directory/associate-professor/michelle-richards-babb

Research Interests
Chemical education, freshmen chemistry learning experience, undergraduate research, STEM outreach

Biography
Since 1994, Michelle Richards-Babb has taught chemistry coursework at West Virginia University, where she is associate professor of chemical education and director of the Office of Undergraduate Research. She earned an ACS-certified BS in chemistry from Ursinus College and a PhD in physical chemistry from Lehigh University. Richards-Babb became involved in chemistry education research through her role as General Chemistry Coordinator for the Department of Chemistry (2004–2015). Her recent research into student perceptions of and outcomes from online homework use, video learning of chemistry, and teaching-focused graduate student professional development has been published in peer-reviewed journals in the field of chemical education. She is principal investigator (along with co-PI Brian Popp) on the REU Site: Research in Chemistry at West Virginia University funded by the National Science Foundation. In addition, Richards-Babb is principal investigator of the
WV state and university-funded WVU Summer Undergraduate Research Experience (SURE) site that provides summer opportunities for 50 undergraduates.

Publications


Awards

2013–2014 Eberly College Outstanding Teacher Award
LIZZIE SANTIAGO
Teaching Associate Professor
Statler College of Engineering and Mineral Resources
Lizzie.Santiago@mail.wvu.edu

Research Interests
Retention in engineering, critical thinking, engineering education, K–12 outreach, teacher training, mathematical reasoning, neural tissue engineering, spinal cord injury repair, stem cell research

Biography
Lizzie Santiago is a teaching associate professor in the Statler College of Engineering and Mineral Resources at West Virginia University. Prior to joining WVU, Santiago was a postdoctoral fellow at the National Institutes of Health, conducting research in neural tissue engineering and molecular neurosciences. She has served as principal investigator in two National Science Foundation educational grants. Currently, she is the principal investigator in an NSF grant aimed at understanding the role of critical thinking in students’ success in engineering.

Publications


**Awards**

2017 WVU Foundation Outstanding Teaching Award

2015 Teacher of the Year, Statler College of Engineering and Mineral Resources

2015 Outstanding Teacher, Statler College of Engineering and Mineral Resources
NEAL SHAMBAUGH

Professor
College of Education and Human Services
neal.shambaugh@mail.wvu.edu
http://facultyportal.cehs.wvu.edu/lshd/shambaugh

Research Interests

Instructional design, models of teaching, teacher research, visual literacy, design and development research, cognition-mental models

Biography

Prior to academia, Neal Shambaugh was a radio announcer, radio station owner, self-employed developer of customized training programs for the mining industry, and a university video producer. His undergraduate degree is in management science. His master’s and PhD are in instructional systems design. He has written two textbooks for Allyn and Bacon on instructional design. He advocates the studying of one’s teaching and developing a research-grounded knowledge base. He advises master’s and doctoral students.

Publications


Ogden, Lori, & Shambaugh, Neal. (in press, 2017). Best teaching and technology practices for the hybrid flipped college classroom. In Phu Vu & Carl Moore (Eds.), Handbook of research on innovative pedagogies and technologies for online learning in higher education. Hershey, PA: IGI Global.


**Awards**

2016 Nominated Outstanding Mentor by the Conference of Southern Graduate Schools

2003 West Virginia University College of Education & Human Services Outstanding Teacher
NATHALIE SINGH-CORCORAN

Coordinator of the Eberly Writing Studio  
Eberly College of Arts and Sciences  
Department of English  
Nathalie.Singh-Corcoran@mail.wvu.edu

Research Interests
Writing program administration, writing pedagogy, assessment, contingent faculty

Biography
Nathalie Singh-Corcoran is a clinical associate professor in the Department of English where she directs the Eberly Writing Studio. She is active in the International Writing Centers Association and has served as president of the organization. She currently teaches writing studies courses at both the graduate and undergraduate level. Most of her research is collaborative; her current collaborative project focuses on graduate writing support.

Publications


Brady, Laura, & Singh-Corcoran, Nathalie. (2013). Non-tenure track faculty as administrators: Planning and evaluation.

GAY STEWART

Director of WVU Center for Excellence in STEM Education
Eberly College of Arts and Sciences
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gbstewart@mail.wvu.edu
http://stemcenter.wvu.edu/contact/gay-stewart

Research Interests
Pre-service teacher preparation, effectiveness of introductory courses, retention

Biography
Gay Stewart graduated from the University of Illinois–Urbana-Champaign in 1994. From 1994–2014, she focused on three interrelated issues at the University of Arkansas: improving introductory courses, improving physics majors’ preparation for many career options, and preparing future faculty, both high school and professoriate. UA was one of six initial NSF-funded Physics Teacher Education Coalition institutions. Her graduate-teaching assistant program grew into one of four sites for Shaping the Preparation of Future Science Faculty, funded by the NSF and the American Association of Physics Teachers. She was co-PI of an NSF Graduate STEM Fellows in K–12 Education grant. Placing fellows in middle-school mathematics and science classrooms and helping math and science teachers work together was central to her $7.3 million NSF Math and Science Partnership grant. She chaired the College Board’s Science Academic Advisory Committee and co-chaired the AP Physics Redesign commission. In 2014, Gay transitioned to WVU, where she currently directs the WVU Center for Excellence in STEM Education.
Publications


Awards

2009 Fellow, American Physical Society

2007 University of Arkansas Alumni Association Teacher of the Year

2006 University of Arkansas Advising Award

2003 Honors College Fellowship Advising Gold Medal

2002 CASE Arkansas Professor of the Year

2002 Fulbright College Master Teacher

1998 Fulbright College Outstanding Adviser
Research Interests
Coherence of student knowledge, the functioning of college science classes, the effect of informal science programs on STEM career decisions, the retention of students to STEM majors

Biography
John Stewart is an associate professor of physics and astronomy at West Virginia University. He is WVU site leader of the American Physical Society’s Physics Teacher Education Coalition, which works to graduate more highly qualified high-school physics teachers in partnership with WVUteach. He is PI for the WVUteach Robert Noyce Scholarship program that aids the transition to teaching for all late-career STEM majors. He is currently the chair of the American Physical Society’s Forum on Education and the American Association of Physics Teachers’ Committee on Teacher Preparation. He has published work on context sensitivity, online learning, behavioral regulation, testwiseness, physics program transformation, and the coherence of physics knowledge.

Publications
Stewart, John, & Murphy, Cheryl. (2016, April 29). The Role of Personality and Gender in Science and Engineering Perfor-


**Awards**

Fellow of the American Physical Society
ELIZABETH TOMLINSON

Teaching Assistant Professor  
College of Business & Economics  
elizabeth.tomlinson@mail.wvu.edu  
http://business.wvu.edu/faculty-staff/directory/profile?pid=299

Research Interests
Audience, digital literacies, business and professional communication, rhetoric, qualitative research methods

Biography
Elizabeth Tomlinson, a teaching assistant professor in the Marketing Department at West Virginia University, teaches Business Communication and Introduction to Business. She established the college’s Business Learning Resource Center in 2012. Tomlinson earned a bachelor’s degree in English at The College of Wooster; a master’s degree in English with a concentration in rhetoric and composition at John Carroll University; and a PhD in English within the Literacy, Rhetoric, and Social Practice concentration at Kent State University. Before coming to WVU, Tomlinson served as a teaching fellow and as assistant writing program coordinator at Kent State. At John Carroll, she served as assistant writing center director. Her research has been accepted in Computers and Composition, Community Literacy Journal, Composition Studies, Writing Lab Newsletter, and Teaching in the Two-Year College, among others.

Publications
new research on Autism Spectrum Disorder into composition pedagogy. *Composition Studies*.


**Awards**

2015 Marketing Department Award for Outstanding Contributions in Teaching
KIRSHA TRYCHTA

Teaching Associate Professor/
Director of the Academic Excellence Center
College of Law
kirsha.trychta@mail.wvu.edu
http://www.law.wvu.edu/faculty-staff/full-time-faculty/kirsha-trychta

Research Interests

Teaching professionalism, clinical skills, practice-ready skills, cultural competencies in the classroom, standardized testing, identifying at-risk students

Biography

Kirsha Trychta works as a teaching associate professor and director of the Academic Excellence Center at the West Virginia University College of Law. She previously worked in a similar role at the Duquesne University School of Law, providing academic assistance to law students, teaching in the legal writing program, and supervising students in the clinical program. Before becoming a professor, she served as assistant chief counsel at the Allegheny County Office of Conflict Counsel where she represented indigent criminal defendants as a court-appointed defense attorney. Trychta also worked briefly as a prosecutor and served as a judicial law clerk.

Publications

Norton, Katherine L., & Trychta, Kirsha. (2016). Do law schools still really have the option to preclude academically underperforming students from participating in experiential learning experiences? *The Learning Curve: AALS Section on Academic Support, 8.*


MICHELLE D. WITHERS

Associate Professor of Biology
Education Research
Eberly College of Arts and Sciences
Department of Biology
michelle.withers@mail.wvu.edu
http://wisewomen.wvu.edu/about/spotlights/michelle_withers

Research Interests

How students learn, evidence-based teaching practices, deliberate practice, innovative assessment, effective professional development

Biography

Michelle Withers is an associate professor at West Virginia University. Her research focuses on evaluating the impact of innovative assessment methods on student learning in large enrollment classrooms. She also evaluates approaches for training current and future faculty in the use of evidence-based practices. In 2004, Withers became involved with the National Academies Summer Institute on Undergraduate Education (SI). She developed the first regional offshoot of the SI and is now the principle investigator on a National Science Foundation grant to evaluate mobile summer institutes that travel to institutions to train faculty and address institutional barriers to improving STEM education. She is the former Director of the National Academies Scientific Teaching Alliance, serves on the executive board of the Biology Directors Consortium, is an AAAS Fellow for the Partnership for Undergraduate Life Sciences Education and a founding member of the Society for the Advancement of Biology Education Research.
Publications


Awards

2015–Present AAAS Partnership for Undergraduate Life Sciences Education Fellow

2013–2016 Director, National Academies Scientific Teaching Alliance

2005–2016 National Academies Education Mentor

2004–2005 National Academies Education Fellow