**Curriculum Vitae**

**Donna Harp Ziegenfuss, Ed.D.**

*Librarian, Faculty Services, J. Willard Marriott Library*

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**Education**

**Widener University** *Chester, PA (9/03 – 5/07)*

Ed.D. - Academic Leadership in Higher Education with a focus on Curriculum Development and Faculty Development

Dissertation defended March 16, 2007 - *Variations in how faculty approach the process of designing courses in higher education: A phenomenographic study*

**Chestnut Hill College** *Philadelphia, PA (1/99 – 5/02)*

M.S. in Applied Technology with a specialization in Instructional Design

Master Thesis defended at Ursinus College on April 15, 2002 - *The chemistry laboratory: A formative evaluation of a situated learning community of practice*.

**York Academy of Arts** *York, PA (9/80 - 6/82)*

Studio art training in graphic design, print production, mechanical production and paste-up, illustration, and photography; relocation due to spouse employment before completing the 3-year program

**Millersville University** *Millersville, PA (9/73 - 6/76) and*

**Abington Memorial Hospital** *Abington, PA (7/76 - 8/77)*

BS Degree in Biology (Medical Technology) and ASCP Board Certified Medical Technologist after completing a one-year laboratory internship at Abington Memorial Hospital (Abington, PA) in conjunction with college academic requirements

**Honors, Awards, & Certificates**

* 2023 – Universal Design Learning Certificate from the Center for Applied Special Technology (CAST)
* 2022 – Teachers of Imagine U: Banner Faculty
* 2021 – University of Utah Distinguished Teaching Award ([announcement](https://newsletter.lib.utah.edu/librarian-honored-with-us-distinguished-teaching-award-for-2020/))
* 2021 Fall – Certificate for the Research Education Mentoring Program
* 2020, October 14. Medical Librarian Association (MLA) Conference Viewer’s Choice Award for Best Paper: Ziegenfuss, D. H. *Revisiting the value of qualitative research strategies in the time of COVID-19: Using public narrative data as a lens for understanding health literacy challenges* [presentation](https://drive.google.com/file/d/1ZdLN82zpyC2aLnv6CNiKhsAwMptbGhBx/view?usp=sharing) at the MidContinental-Midwestern MLA conference.
* 2018 April - Selected as an CELEBRATE U: A Showcase of Extraordinary Faculty Achievements Honoree in collaboration with Dr. Cynthia Furse for a publishing award for the article *Opening up collaboration and partnership possibilities: Re-valuing library resources, skill sets, and expertise.*
* 2017, June 25.Received a second-place award in the New Engineering Educators division’s best papers for: Farnsworth, C., Ziegenfuss, D. H.& Roberts, M.*A model workshop for helping new faculty engage students in the STEM classroom* was presented at the ASEE Annual Conference on June 25, 2017 in Columbus Ohio.
* 2017 - received a high commendation paper with a 2017 Award of Excellence for the article, Ziegenfuss, D. H.& Furse, C. (2016). Opening up collaboration and partnership possibilities: Re-valuing library resources, skill sets, and expertise. *Digital Library Perspectives Journal*, *32*(2), 103-116.
* 2017 - Article was selected as one of the top 20 library instruction articles by the ACRL Library Instruction Round Table (LIRT) in June 2017 for: Ziegenfuss, D. H.& Borrelli, S. (2017). Exploring the complexity of student learning outcome assessment practices across multiple libraries. *Evidence-Based Library and Information Practice*, *11*(2), 9-27. <https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/27298>.
* 2016 - Selected as a Leading Change Institute (LCI) National Fellow and participated in the 2016-year cohort of the [Leading Change Initiative](https://leadingchangeinstitute.org/alumni/#2016), a collaborative leadership opportunity between Educause and the Council on Library and Information Resources (CLIR/ARL) that was held in Washington, DC on June 12-17, 2016.
	+ Invited to create a Blog post about my LCI experience
* 2007 - Received a Robert J. Menges Honored Presentation Award, awarded October 27, 2007 for the presentation, *Refocusing the Lens: The Priority of Understanding Course Design Approaches* awarded at theProfessional and Organizational Development Network (POD) Conference.
* 2007, May - Received the Linda Lehnert Memorial Award for Outstanding Graduate Student in Education.

 **Employment History**

**University of Utah, J. Willard Marriott Library** – (*9/11 to present)*

*Adjunct Instructor, Educational Leadership & Policy in the College of Education 1-2022 to present*

*Librarian, Faculty Services beginning July 2022 to present*

*Associate Librarian, Faculty Services beginning 2/1/19 - 7/2022*

*Associate Librarian, Graduate and Undergraduate Services beginning 7/15/16 to 1/31/19*

*Associate Librarian, Interim Head of Graduate and Undergraduate Services, 1/15/15 – 7/15/16*

*Associate Librarian, Assistant Head of Scholarship and Education Services beginning 11/15/12 – 1/15/15*

*Visiting Associate Librarian in Education Services, 9/11 -11/12*

* Led the design, implementation, and evaluation of the *Marriott Library Online One-Stop Library Research Resource*
* Teach library research and software classes/workshops for undergraduate and graduate programs
* Teach qualitative research courses for the department of Educational Leadership & Policy (ELP) as well as undergraduate qualitative classes for LEAP and the School of Medicine
* Outreach by building partnerships and workshops for campus and the community partnerships such as with: K-12, SLCC, high school concurrent library classes, high school IB research sessions, grant collaborationsan d assessment projects
* Instructor and curriculum consultant for Research Education (REd) courses. Designed and taught a flipped training course for REd instructions who teach online
* Consultant for faculty, graduate student, and student research projects as well as for the Office of Student Learning Outcomes Assessment efforts
* Mentor librarians and staff on best practices for effective teaching and learning
* Managed seven librarians in Education Services (now Graduate and Under Graduate Services) as Assistant Head and Interim Head of the library teaching unit
* Led the design and development of library core learning outcomes in relation to information and technology literacies and designed teaching guidelines and assessment plan for evaluating and strengthening library teaching
* Serve the Library and University through committee participation on: the Graduate Council, Senate Advisory Committee on University Strategic Planning (SACUSP), the General Education Curriculum Review Committee, the Taskforce for Learning Enhancement and Outcome Assessment, Credit and Admission Senate Committee, and also as a NWCCU site visit team member
* Serve outside the library as a committee member on doctoral dissertations for College of Health, College of Education, as well as, the department of Political Science
* Collaborate with departments in the design and implementation of teaching and research grant projects and acted as a Co-PI, consultant, and evaluator for NSF, NIH, and NLM and grants.

**University of Utah, Center for Teaching and Learning Excellence (CTLE)** – (*7/08 to 6/11)*

*Assistant Director, CTLE; Associate Instructor, Undergraduate Studies; Higher Education Instructional Consultant*

* 2008-2010 - Designed and taught all the for-credit courses taught face-to-face and online offered through CTLE for graduate students and faculty interested in teaching and learning and technology topics while the Assistant Director
* Partnered with the Teaching Leaning & Technologies (TLT) group in the design and implementation of a framework for designing and developing quality courses as a co-creator/member of the [Quality Course Framework](https://utah.instructure.com/courses/493229) (QCF) working group and MOOC instructor
* Collaborated with departments in the design and implementation of teaching projects and assessment planning for grants and departmental projects
* Coordinated *Lessons*, a journal the focused on teaching and learning topics, by overseeing undergraduate student writers and a graduate student editor
* Consulted and collaborated with departments and individual faculty on teaching, learning, curriculum design and assessment projects
* Designed & implemented a departmental consultation outreach initiative based on a library liaison model
* Mentored students, interns, and teaching assistants on teaching and learning related projects, capstone projects, and dissertation projects

**Widener University,** *Director, Office of Faculty Development*, Chester, PA (*7/07 – 6/08)*

* Designed and developed a conceptual framework and budget for the establishment of a newly established Office of Faculty Development and planned for the creation of a Teaching, Learning, and Assessment Center based on conceptual change and scholarly inquiry and then managed the Office for one year
* Adjunct instructor in the Center of Education teaching course in higher education, teaching and learning, and technology integration courses
* Collaborated with the Center of Education on the design and implementation of an electronic portfolio initiative for their NCATE accreditation process
* Served as the search committees chair for a Teaching, Learning, and Assessment Assistant Provost
* Served on the Student Learning Outcome and Assessment Committee (SLOA) to help departments develop assessment plans and track outcomes for accreditation
* Provided consultation services for faculty on pedagogical and technological projects
* Completed the preliminary design of an external resource website that provides a one-stop location for teaching and learning information, spotlighting faculty projects and hosting an online location for communities of practice on course design and the scholarship of teaching and learning.
* Co-edited a bimonthly electronic newsletter on teaching, learning, and assessment topics
* Participated in the General Education Reform Committee working on defining and integrating institution-wide general education outcomes

**Widener University,** *Head of the Faculty Technology Center and Instructional Design Specialist*, Wolfgram Memorial Library, Chester, PA (*8/02 – 6/07)*

* Designed and taught professional development workshops for faculty and staff on software skills, web-based course development, and pedagogy of teaching and learning
* Consulted on faculty projects specific to courses, programs and disciplines on both pedagogy and technology integration
* Collaborated with continuing education on the design and implementation of the Lifelong Learning and Professional Development Program, served on the advisory committee, and worked on the implementation of campus-wide professional development and life-long learning training initiatives. I also taught workshops for faculty and staff on Photoshop, PowerPoint and web design.
* Facilitated the re-evaluation and alignment of program planning for several undergraduate departmental majors focusing on the development of program goals and course redesigns
* Designed, administered, and supported web sites, tutorials, and faculty project web design projects
* Provided graphic design and video assistance on various types of classroom and faculty projects (scanning, desktop publishing, animation, digital storytelling, and video editing, and production)
* Designed and produced publications and web-based tutorials for faculty technology-related professional development

**Ursinus College,** *Instructional Technology Specialist,* Collegeville, PA (*4/00 – 7/02)*

* Taught workshop sessions, mentored science faculty and students one-on-one, and facilitated project-based work sessions for faculty, especially in the area of integration of technology into the laboratory environment and web-based course development and deployment using Blackboard as the course management system.
* Collaborated with the Exercise Sport Science department in the development of an online e-portfolio course initiative
* Administered and supported online and hybrid course design and development for the Blackboard LMS
	+ Worked with the ITS department in coordinating and administrating the online courses as well as served as the liaison with the LMS vendor
	+ Assisted in the planning an implementation of a college wide laptop initiative
	+ Produced multimedia and print products (brochures, newsletters, CD ROMs, and web sites) on technology topics and training materials
	+ Assisted in the design and evaluation of a general chemistry assessment project
	+ Conducted faculty workshops on technology-based teaching and learning topics, web design, video and streaming video production, online course design and development and pedagogy
	+ Mentored a K-12 science student teacher in conducting a qualitative study senior project

**Arcadia University,** *Instructional Technologist,* Glenside, PA (*5/99 to 4/00)*

* Trained and mentored teachers and faculty in the area of technology integration, pedagogy, web-based teaching and learning, and technical skill acquisition through workshops, colloquiums, consultations, and training sessions
* Provided technical support for computer labs and individual user software support, lab maintenance, software evaluation and recommendation, as well as training on both the Macintosh and PC platform
* Designed and developed multimedia products and tutorials related to technology projects
* Managed and mentored IT student workers

**Souderton Area School District,** *Instructional Technologist*, Souderton, PA (*9/97 to 4/99)*

* Worked as a technology coordinator for six elementary schools and conducted technology integration workshops customized for teachers in each building.
* Facilitated small group colloquiums and assisted teachers in the classroom and computer lab with student technology projects.
* Coordinated and managed a Link to Learn K-6 grant project in collaboration with the Philadelphia Academy of Natural Sciences that resulted in an educational website
* Designed and facilitated technology planning and staff development initiatives on a district-wide basis for six schools (K-6)
* Acted as a consultant trainer for technology training at adjoining area school districts in the area of graphic design and multimedia production

**Teaching Experience**[Teaching Philosophy](https://utah.instructure.com/courses/650165/files/search?preview=159080381&search_term=teaching&sort=modified_at&order=desc)

**University of Utah,** *Salt Lake City Utah*

*Education, Leadership & Policy, College of Education, Adjunct Faculty, Spring 2022 – to present*

* ELP 7610 Introduction to Qualitaitve Methods for the College of Education
* ELP 7620 Advanced Qualitative Research: Sole instructor in Spring 2024; Co-taught with Dr. Paula Smith in Spring 2022
* ELP 7950-017 Independent Study, Summer 2023

*Marriott Library Instructor for Information Literacy Instruction Fall 2011 – to present*

* Embedded library instructor for several 1st Year Experience Programs (LEAP - 5 classes each semester), as well as Education Psychology (EDPS), Education, Leadership, and Policy (ELP), Education Culture & Society (ECS), Sped Education, and Urban Institute for Teacher Education (UITE) undergraduate and graduate classes. Classes are also taught for Utah Research Opportunities Program (UROP), Honors Writing, Trio Program (high school) research classes, Writing 2010, Writing 3000 level, and Writing 6000 level courses and designed and taught Research Education online courses.
* Designed and taught undergraduate and graduate level workshops: such as Introductory and Advanced NVivo, Qualitative Research Strategies, Adobe Illustrator, Conducting a Literature Review, and Abstract Writing
* Pedagogy specialist and consultant for assisting the department of Biomedical Informatics (DBMI) in faculty development and designing and developing online courses and programs, providing faculty development workshops and assisting in course design.

*Associate Instructor for the College of Health (moved to School of Medicine): Undergraduate for-credit Qualitative Research Course Spring 2013-2020*

UUHSC - Introduction to Qualitative Research for Health Sciences LEAP (SP 2013) for undergraduates

MD LB 2010 - Introduction to Research Techniques and Laboratory Skills LEAP (SP2014 – 2020) for undergraduates

*ACRL Five-Week Online Course: Using Qualitative Research Strategies to Assess Library Services and Programs February 16 - March 20, 2015*

* Designed and taught an online course that wasoffered through the professional organization, Association of College and Research Libraries (ACRL), which was designed to teach librarians how to use qualitative research strategies to assess library services and programs

*Co-Designer for a 4-week Utah Education Network (UEN) K-12 Teacher Development Canvas course,*

* 2022 – 2023 – Collaborated with UEN to design an online state-wide (through UALC consortium) Canvas course to teach faculty about OERs and Pressbooks
* 2016 Redesigned Canvas modules based on teacher feedback for the spring 2016 course
* 2015 Participated in the design of an online Canvas course to teach K-12 teachers how to use *ResearchQuest* online materials developed by NHMU about the Cleveland-Lloyd Dinosaur Quarry

*Co-Instructor for a Canvas.net MOOC on Flipping the Classroom (6 weeks),* co-taught with Dr. Cynthia Furse,

Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016 Designed and co-taught an online and hybrid format course to help faculty learn how to flip courses as part of an NSF IUSE grant

*Co-Instructor for a University of Utah MOOC,* Spring 2013

Created a Quality Online Course MOOC, co-taught with Qin Li (TLT) on Canvas.net to help faculty teach online

*Associate Instructor for Credit Graduate/Faculty Courses in CTLE and Undergraduate Studies 7/08 – 5/11.*

CTLE6000 – Teaching and Learning in Higher Education (previously UGS6000)

CTLE6510 – Cyber Pedagogy (Teaching and Learning Online) - previously UGS6510

CTLE6590 – Directed Readings in Higher Education (previously UGS6590)

CTLE6520 – Advanced Cyber Pedagogy (previously UGS6520)

**National Network of Libraries of Medicine (NNLM),** *MidContinental Region Office, Salt Lake City, Utah*

*Research Data Coordinator (NIH/NLM grant project work), 2/2019 to 4/2021*

* Taught face-to-face and online workshops/webinars and online courses on data-related topics. Examples include:
	+ Co-taught an NNLM, online 6-week data-related Moodle course: *Big Data in Healthcare: Exploring Emerging Roles* (Feb 3, 2020 to Mar 17, 2020)
	+ Co-taught an NNLM 10-week online Moodle course: *Biomedical & Health Research Data Management for Librarians* (September 9 – November 15, 2019)
	+ Taught an NNLM webinar: Using Data for Decision-Making: An Environmental Scan Case Study on 6/7/19
* Designed, developed, and implemented the *NNLM Data Roadmap* resource to help scaffold the professional development of data/open science librarians
	+ Designed related data literacy educational materials for teaching for the Data Roadmap
* Participate as a member of NNLM Research Data Working Group to collaborate on national projects and initiatives and creation of teaching materials

**Widener University,** *Chester, PA*

*Adjunct Professor while a doctoral student 7/04 to 12/07*

PT915Instructional Technology

TED530 Instructional Design and Technology

ED505 Alternative Educational Models

ED793 Teaching and Learning in Higher Education (course co-designer)

**Chestnut Hill College,** *Philadelphia, PA*

*Adjunct Professor, Credit Courses 1/03 to 5/06*

GRIT699 Graphic Imaging for Multimedia Design

GRIT734 Visual Literacy

**Grant and Consultation Projects**[Research Philosophy](https://utah.instructure.com/courses/650165/files/search?preview=159080382&search_term=research&sort=modified_at&order=desc) & [Mentoring Philosophy](https://utah.instructure.com/courses/650165/files/search?preview=159080380&search_term=mentoring)

**NSF**

**[Award # 1926925](https://www.nsf.gov/awardsearch/showAward?AWD_ID=1926925&HistoricalAwards=false) Education DCL: EAGER: Collaborative Research: CyberSecurity in Civil Infrastructure Systems (CyCIS):** An Interactive Learning Platform for CyberSecurity Training of Civil Engineering Research Community, Funded 2022**:** PI: Abbas Rashidi, $251,730.00 **My Role**: Grant Evaluator began Fall 2023

**USAID grant: The Higher Education System Strengthening Activity (HESSA), Funded 2021.** PI: Michael Barber, Civil Engineering, 19 million dollars **My Role:** OER Specialist, Instructional Designer Support, & Digital Strategy Consult for online course design and development.

**IGE 2105489 The Lean Canvas for Invention: A Team-Based Framework for Research Development, Mentoring, and Career Readiness**. **Funded 07/07/2021** PI: Cynthia Furse. **Co-PI(s):** **Donna Ziegenfuss**,
AJ Metz, and Karen Taos. My Role: Co-PI curriculum design, online teaching, and evaluation. NSF IGE, 09/01/2021 - 08/30/2024. Total project budget to date: $499,870.00.

**2021-2026 Summer NIEHS R25 (HAPPIEST Undergraduate Summer Research Program) – Funded 2021**. PIs: Sarah Grineski and Timothy Collins, $107,660. **My Role:** From the Summer 2021 to 2026, I will serve as the grant internal evaluator for a funded program that concentrates on faculty-mentored undergraduate research experiences around complex environmental health issues.

**2/2019 – 4/30/21 National Network of Libraries of Medicine (NNLM) Mid-Continental (Region 4) - Funded**. In this grant I serve as Data Coordinator for the Midcontinental Region of the National Library of Medicine and I am responsible for designing curriculum and educational materials for developing librarians in the area of data science and data management. I also serve as an instructional designer to assist with design and implementation of online training courses, face-to-face workshops, and online resources, and The Data Roadmap, a web resource to train librarians for 21st century data science responsibilities and support.

**2016-2019 NIH – R25 BD2K Open Educational Resources and Courses for Skills Development Grant, 1 R25 EB 023930 (Funded 10-1-2016 – 9/2019).** *Curriculum in Biomedical Big Data: Skill Development and Hands-On Training.* In this grant I am key personnel and will serve as a Course Director in charge of pedagogical methods. I will also serve as an internal evaluator. This is a collaborative project with Biomedical Informatics, Computing and Electrical Engineering, and the College of Medicine to design and develop an interdisciplinary big data summer training boot camp, the DeCART training program.

**2018 Spring Semester MUSE Grant (Funded)** *Cross-Institutional Intervention: Mitigating Library Anxiety & Increasing Research Confidence with Transfer Student Populations*. PI for a MUSE research grant focused on better understanding the needs of transfer students as it relates to conducting library research and developing information literacy skills. The MUSE student intern, a SLCC transfer student, and I am working on a paper for an accepted autoethnography proposal about our experience on this grant.

* This project resulted in a co-authored book chapter with the MUSE intern, Kayaunna Swartzmiller in a book to be published December 2020 titled: *Transfer Student Success: Advancing Outcomes from the Library*

**2013 - 2017 NSF – TUES Grant, DUE-1245904 (Funded).** Co-PI in collaboration with Dr. Cynthia Furse, PI, for a grant, *Collaborative Research: Training Teachers for the Flipped Hybrid Classroom,* proposing the design and implementation of a faculty development program and a hybrid course for guiding faculty who are working to “flip” their classrooms. The MOOC Open Teaching Project: Collaborative Research Training Teachers for the Flipped Hybrid Classroom, is available at: <https://utah.instructure.com/courses/356979> .

**2017 National Medical Library T15 Supplemental Grant 2T15LM007124-21**  **(Funded Jul 2017 – June 2018).** *Biomedical Informatics Faculty Training Grant*. Assisted in the writing of an NLM training grant with Biomedical Informatics to plan faculty development opportunities, assist in big data case study and instructional design, and developed projects that will be integrated in clinical and data science courses.

**2014 - 2015 MUSE Grant (Funded)** *Mentoring in Qualitative Research and Exploring Librarian Identity*. PI for a MUSE research grant focused on exploring librarian identity through appreciative inquiry methods. The MUSE undergraduate student intern, a previous qualitative research student, who was interested in more experience in qualitative research, and I conducted librarian interviews and qualitative analysis of text. This project resulted in a paper at the 2016 ARL Assessment Conference.

**2012-2013 ILEAD UTAH USA** Laura Bush 21st Century Librarian Program grant projectfrom the Institute of Museum and Library Services **(Funded).** I was invited to participate as the lead core instructor in a state-wide grant project in collaboration with the Utah State Library. This project involved mentoring and assisting in the coordination of three 3-day professional development institutes across the span of a year where 6 teams of librarians collaborate working on technology-based projects.

**2012-2013 TACC Grant (Funded).** I was awarded a 2012—2013 TACC grant for providing a hybrid redesign option for a series of 5 LEAP library instructional sessions. This grant focused on articulating LEAP student learning outcomes and conducting needs assessment research.

**2010-2011 National Medical Library (NML) Grant / Biomedical Informatics (Funded).** This was a grant project that focused on designing and developing online courses for a biomedical informatics program.

* My role in this grant project was to design and implement workshops for helping departmental faculty design and develop online courses using a backwards design process.
* I worked as a trainer and a consultant and also lead the design and development component of the grant project where the department is working together to develop interactive short courses and design a new coherent online program

**2010-2011 Professional and Organizational Development (POD) Research Grant (Funded)**. I was awarded a national research grant through a professional organization POD, with a colleague Dr. Patricia Lawler, to investigate grass root faculty leadership. We surveyed Directors of Centers for Teaching nationwide and interviewed 34 faculty that they identified as “grass root” leaders on their campuses.

**2010-2012 Atmospheric Science CCLI Grant, NSF-09-529 (Funded).** I worked as the internal evaluator for an Atmospheric Science NSF-CCLI grant that was investigating the design and the development of new undergraduate non-science major curriculum in a course titled, *Observing Snow and Wind: Using the Environment to Engage Students in Science and Engineering*.

* Investigated student perceptions about the changing ATMOS curriculum and the implementation of a hands-on instrumentation lab component that will provide an opportunity for non-science majors to experience atmospheric science and meteorology concepts in an authentic real-world context.
* Responsible for the grant assessment plan and report, for the IRB process, for survey development, and data analysis of student perceptions about science.
* This work resulted in a publication in the Bulletin of the American Meteorological Society.

**2009 Nanobiosensors, Nanomaterials, and Microfluidics (IGERT NSF-09-519 - Funded).** Integrative Graduate Education and Research Traineeship - NSF-09-519 has been recently accepted for funding.

* I developed the assessment plan for this successful grant proposal.

**2006-2011 NSF Math and Science Partnership of Greater Philadelphia (MSPGP NSF 0314806 - Funded).**

* I served on the Teaching and Learning Centers Consortium sub-grant committee of the MSPGP grant, an NSF funded grant, as a faculty development specialist consultant. We also planned and implemented a science/math education conference held at Widener University on June 1, 2007 for 80 participants.
* In addition, I served as a grant researcher and evaluator for grant-related projects and conducted qualitative data analysis on other sub-grant projects.
* A separate fall 2007 project involved the collaboration with a science faculty member to conduct qualitative analysis of course data and the collaborative redesign of an environmental science course investigating student environmental attitudes.

**2007-2008 Provost Grant (Funded), *Interdisciplinary Inquiry Instruction Research.***

* Funding by an intra-institutional grant program this project investigated interdisciplinary inquiry with Dr. Nadine McHenry, science education faculty and Dr. Nancy Ziomek, a language arts faculty member. I served as a research consultant for this grant, and conducted qualitative assessment and evaluation.

**2006 Widener University Faculty Development Grant (Funded) *– Student Perceptions of a Doctoral Course Design, Improving Teaching and Learning in Higher Education***

* This intra-institutional research study was funded as a continuation of a 2005 research agenda investigating higher education course design processes, collecting data for researching course design processes, and strategies for using course design data to redesign courses.

**2005-2006 Widener University Provost Grant (Funded) – *Collaborative Course Design and a Doctoral Education Course Redesign Project***.

* This research documented the process of conducting collaborative course design between an education faculty member and an instructional designer. Data were collected on the course design process and the preliminary implementation of a doctoral level course focusing on higher education teaching and learning.

**2004-2006 Consultant for Faculty Development Grant at Eastern University - *Wabash Center for Teaching and Learning***

* I was invited to participate in a collaborative project with Palmer Theological Seminary (Eastern University in PA) entitled *Integrating Digital Media: Using PowerPoint Beyond Slideware*. As a consultant, I designed and implemented a series of faculty development workshops on the topic of multimedia learning theory.

**Scholarship**

***Book & Book Chapters***

**Ziegenfuss, D. H.** (2024, in progress). Designing and developing a workbook on strategies for library research strategies that will be published as an open text with Pressbooks

**Ziegenfuss, D. H.** (2024, accepted and in progress). Uusing autoethnography to bridge identity and future career aspirations. *The Palgrave Handbook of Autoethnography and Self-Study Education Research Methods*. Palgrave Publishers.

**Ziegenfuss, D. H.** (2023, published). Chapter 3: Uncovering the intersections of personal, professional, and instructional identities. In A. N. Hess (Ed.). Instructional Identities and Information Literacy: Transforming Ourselves, Volume 1. (29-41). [University of Utah Uspace Repository](https://collections.lib.utah.edu/ark%3A/87278/s63zq279).

Rutledge, L. & **Ziegenfuss, D. H**. (2023, published). Teaching qualitative data analysis tools to enhance critical reading skills and explicitly connect reading to the research process. In H. G. Rempel & R. Hamelers (Eds.) *Teaching Critical Reading Skills: Strategies for Academic Librarians.* (233-246). [https://collections.lib.utah.edu/ark:/87278/s60sgx6d](https://collections.lib.utah.edu/ark%3A/87278/s60sgx6d)

Furse, C. & **Ziegenfuss, D. H. (**2021) HyFlex flipping: Combining in-person and on-line teaching for the flexible generation. In K. T. Selvan & K. F. Warnick (Ed.) *Teaching electromagnetics innovative approaches and pedagogical strategies (Chapter 11)*. CRC Press.

**Ziegenfuss, D. H.** & Swartzmiller. K. (2020). Partnering to connect the dots: Using collaborative autoethnography to explore the transfer student experience**.** Book chapter accepted, 10-2020. In N. Fawley, M. Robison & A. Marshall (Eds.). *Transfer Student Success: Advancing Outcomes from the Library,* Chicago, IL: ACRL Press in December 2020, published April 2021.

**Ziegenfuss, D. H.** (2019). Uncovering the comfort levels of students who are conducting library research. In M. Mallon, R. Huisman, L. Hays, C. Bradley, J. Belanger (Eds.). *The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning.* Chicago, IL: ACRL Press. [https://collections.lib.utah.edu/ark:/87278/s66h95qf](https://collections.lib.utah.edu/ark%3A/87278/s66h95qf)

**Ziegenfuss, D. H. (**2005). By Instructional Design: Facilitating Effective Teaching and Learning with Technology. In M. O. Thirunarayanan and A. Perez-Prado (Eds.), *Integrating Technology in Higher Education*, (pp. 20-46). Lanham, MD: University Press of America.

***Referred Journal Articles***

Strehli, I., **Ziegenfuss, D. H**., Block, M. E., Burns, R. D., Bai, Y., & Brusseau, T. A. (2022). "I Felt Grounded and Clear-Headed": Qualitative Exploration of a Mind-Body Physical Activity Intervention on Stress Among College Students During COVID-19. *Inquiry : A Journal of Medical Care Organization, Provision and Financing*, *59*, 469580221126307. <https://doi.org/10.1177/00469580221126307>

* Dissertation Committee Member for Qualitative Expertise and Co-Author

Foster, K., Robles, J., Anim, T., Amaechi, O., Allen, K., Parra, Y., Wusu, M., **Ziegenfuss, D. H.**, Campbell, K., Rodriguez, J., Washington, J. (2022). What Do Underrepresented in Medicine Junior Family Medicine Faculty Value From a Faculty Development Experience?. *Family Medicine*, *54*(9), 729-733. [Available online](https://journals.stfm.org/familymedicine/2022/october/rodriguez-2021-0580/?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Family_Medicine_TrendMD_0).

* Conducted the qualitative analysis and wrote the qualitative results and discussion sections

**Ziegenfuss, D. H.** (2021). Designing an online graduate community for research practice: Going beyond single purpose design. *Journal of Library & Information Services in Distance Learning.* Published online: 08 Mar 2021.  <https://doi.org/10.1080/1533290X.2021.1896622>

López, A. M., Rodríguez, J. E., Browning Hawes, K., Marsden, A., Ayer, D., **Ziegenfuss, D.H**., & Okuyemi, K. (2021). Preparing historically underrepresented trainees for biomedical cancer research careers at Huntsman Cancer Institute/University of Utah Health. *Medical Education Online*, *26*(1), 1929045. <https://pubmed.ncbi.nlm.nih.gov/34024270/>

Strehli, I., Burns, R. D., Bai, Y., **Ziegenfuss, D. H**., Block, M. E., & Brusseau, T. A. (2021). Mind-body physical activity interventions and stress-related physiological markers in educational settings: A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health*, 18(1), 224. <https://www.mdpi.com/1660-4601/18/1/224/pdf>

**Ziegenfuss, D. H.** & Furse, C (2021), Flipping the feedback: Formative assessment in a flipped freshman circuits class. *Practical Assessment research and Evaluation (PARE) Journal*. Published. <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1419&context=pare>

Furse, C., & **Ziegenfuss, D. H.** (2020, April). A busy professor's guide to sanely flipping your classroom: Bringing active learning to your teaching practice. *IEEE Antennas and Propagation Magazine (early access)*. <http://dx.doi.org/10.1109/MAP.2020.2969241>

**Ziegenfuss, D. H.** & Lemire, S. (2020, March). Information literacy and instruction: Backward design a must-have library instructional design strategy for your pedagogical and teaching toolbox. ***Reference & User Services Quarterly*** 59(2), 107-112, <http://dx.doi.org/10.5860/rusq.59.2.7275>.

McMullen, B., Henderson, H. L., **Ziegenfuss, D. H**., & Newton, M. (2020). Coaching behaviors as sources of relation-inferred self-efficacy (RISE) in American male high school athletes. *International Sport Coaching Journal, 7*(1), 52-60. <https://doi.org/10.1123/iscj.2018-0089>.

**Ziegenfuss, D.**, Furse, C., Sykes, E., & Buendía, E. (2019). Beyond the Click: Rethinking Assessment of an Adult Professional Development MOOC. *International Journal of Teaching and Learning in Higher Education*, *31*(1), 63-72. <http://files.eric.ed.gov/fulltext/EJ1206975.pdf>

Zaugg, H., & **Ziegenfuss, D. H.** (2018). Comparison of personas between two academic libraries. *Performance Measurement and Metrics*, *19*(3), 142-152. <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=3693&context=facpub>

**Ziegenfuss, D. H.** & Borrelli, S. (2016). Exploring the complexity of student learning outcome assessment practices across multiple libraries. *Evidence-Based Library and Information Practice*, *11*(2), 9-27. Available at: <https://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/27298>

**Ziegenfuss, D. H**. (2016). Closing the loop: Building synergy for learning through a professional development MOOC about flipped teaching**.** *Current Issues in Emerging eLearning*, *3*(1), 103-124, article 7. Available at: <http://scholarworks.umb.edu/ciee/vol3/iss1/7>

**Ziegenfuss, D. H**.& Furse, C. (2016). Opening up collaboration and partnership possibilities: Re-valuing library resources, skill sets, and expertise. *Digital Library Perspectives*, *32*(2), 103-116. <http://dx.doi.org/10.1108/DLP-09-2015-0014>

Horel, J., **Ziegenfuss, D. H**. & Perry, K. (2012). Transforming an atmospheric science curriculum to meet students’ needs. *Bulletin of the American Meteorological Society* *94*(4), 475-484
Online publication date: 1-Apr-2013. DOI: <http://dx.doi.org/10.1175/BAMS-D-12-00115.1>

McHenry, N., **Ziegenfuss, D. H.,** Martin, A., & Castaldo, A. (2011) Learning assistants program: Faculty development for conceptual change. *The* *International Journal of Teaching and Learning in Higher Education, 22 (3), 258-268.* <http://www.isetl.org/ijtlhe/pdf/IJTLHE775.pdf>

**Ziegenfuss, D. H.** & Lawler, P. A. (2008). Collaborative course design: Changing the process, acknowledging the context, implications for academic development. *The International Journal for Academic Development, 13 (2), 151-160.* **DOI:** <http://dx.doi.org/10.1080/13601440802242309>

**Ziegenfuss, D. H.** (2007). A phenomenographic analysis of course design in the academy. *Journal of Ethnographic & Qualitative Research*, 2, 70-79. <http://www.jeqr.org/abstracts-from-previous-volumes-pdfs/JEQR_2.1_Ziegenfuss.pdf?attredirects=0>

**Ziegenfuss, D. H.** & McCloskey, J. M. (2004). A consideration of Docutek’s electronic reserve system in a university’s courseware environment. In James M. McCloskey (Ed.), *A Guide to Docutek, Inc.’s ERes Software: A Way to Manage Electronic Reserves,* *Journal of Interlibrary Loan, Document Delivery and Electronic Reserves*. 15 (1), (pp. 87-97). Binghamton, NY: Hawthorn Press. **DOI:** <http://dx.doi.org/10.1300/J474v15n01_08>

Biro, S., O’Tanyi, T. J. & **Ziegenfuss, D. H.** (2004). Preparing faculty to teach online: A successful collaboration. *Perspectives: The New York Journal of Adult Learning*, 3(1), 40-44

***Referred Conference Proceedings***

**Ziegenfuss, D. H**. (2024 accepted, in progess). *Changing librarian roles in the emerging digital and open education landscape: An environmental scan research study*. Paper to be published in the 2024 LOEX Conference Proceeedings.

Rutledge, L., Casucci, T., Mowdood, A. **Ziegenfuss, D.H.** (2021). *HyFlexing library instructional materials: Getting at the heart of designing flexible instruction*. 330-337. 2021 ACRL Proceedings: <https://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2021/HyFlexingLibraryMaterials.pdf>

**Ziegenfuss, D**. **H.** (2021, May 14). *Mixing up your information literacy instruction: Integrating data literacy into your pedagogical toolbox*. Paper published in the 2021 LOEX Conference Proceedings. <https://commons.emich.edu/cgi/viewcontent.cgi?article=1022&context=loexconf2021>

**Ziegenfuss, D. H.** (2019, May 9-11). *Adding value: Off-roading to rethink the needs of graduate student emerging scholars*. Conference paper in the 2019 LOEX Conference Proceedings for the 47th Annual LOEX Conference in Minneapolis, MN. <https://commons.emich.edu/cgi/viewcontent.cgi?article=1028&context=loexconf2019>

**Ziegenfuss, D. H.,** Dwyer, J. & Larsen, D. (2019, April 11). *Exploring the challenges and opportunities of library outreach for transfer students: A cross-institutional collaboration*. Presentation and Conference Paper at the 2019 ACRL National Conference in Cleveland Ohio. <https://alair.ala.org/bitstream/handle/11213/17644/ExploringChallengesandOpportunitiesofLibraryOutreach.pdf?sequence=1&isAllowed=y>

**Ziegenfuss, D. H**. & Furse, C. (2018, June 25). *Student-centered and teacher-friendly formative assessment in engineering*. Paper presentation for the 2018 American Society for Engineering Education (ASEE) Annual Conference and Exposition, Salt Lake City, UT, June 24-27, 2018 and published in ASEE Conference Proceedings. <https://peer.asee.org/student-centered-and-teacher-friendly-formative-assessment-in-engineering.pdf>

**Ziegenfuss, D. H.** (2018, May).*Beyond the library one-shot: Scaffolding a relevant and authentic foundation for first-year student researchers.* Published in the 2018 LOEX Conference Proceedings, Library Orientation Series.<https://commons.emich.edu/cgi/viewcontent.cgi?article=1031&context=loexconf2018>

Brown, J., Larsen, R., Maisch, S. Mowdood, A., Larsen, D., **Ziegenfuss, D. H**. & Sefandonakis, A. (2018, June). Library partnership and assessment: Multiple stakeholder evaluation in an academic co-teaching environment*.* Paper presented at the Association for the Assessment of Learning in Higher Education (AALHE) Annual Conference for publication in the *2018 AAHLE Conference Proceedings.* [*https://www.aalhe.org/assets/docs/2018\_AALHE\_Conference\_Proceedings.pdf*](https://www.aalhe.org/assets/docs/2018_AALHE_Conference_Proceedings.pdf)

Farnsworth, C., **Ziegenfuss, D. H.** & Roberts, M.(2017, June 25).*A model workshop for helping new faculty engage students in the STEM classroom*. Paper presented at the AASE Annual Conference on June 25, 2017 in Columbus Ohio. <https://peer.asee.org/a-model-workshop-for-helping-new-faculty-engage-students-in-the-stem-classroom.pdf>

**Ziegenfuss, D. H.** (2016). Using Appreciative Inquiry Methods to Build a Culture of Assessment and Library Instruction Program from the Bottom Up: Uncovering Librarian Values, Assumptions, Beliefs, and Best Practices. Published in the *2016 ARL Assessment Conference Proceedings* available at: <http://old.libraryassessment.org/bm~doc/40-ziegenfuss-2016.pdf>

**Ziegenfuss, D. H.** & Borrelli, S. (2014). Collaborative qualitative research: A consortium approach to exploring the complexity of student learning outcome practices across multiple institutions. Published in the *2014 ARL Assessment Conference Proceedings.* <http://old.libraryassessment.org/bm~doc/2014-conference-program.pdf>

Lawler, P. A. & **Ziegenfuss, D. H.** (2011). Leadership from the ranks: The missing piece for academic development. Published in the *Proceedings of the ISSOTL International Conference*, 19-22 October 2010, Liverpool, UK.

**Ziegenfuss, D. H.** & Lawler, P. A. (2007). The relationship of teacher and student perceptions in a course about teaching and learning. In C. Rust (Ed.) *Improving Student Learning: Student Learning. Proceedings of the 14th Improving Student Learning Symposium*, (pp. 293-304). Oxford, UK: Oxford Brookes Press.

***Referred Presentations***

**Ziegenfuss, D. H**. (2024, accepted and in progress). No-cost and low-cost redesign for two graduate level qualitative methodology courses.*Open for Student Success: A Georgia State University Library Symposium*. (online).

Metz, A. J., Tao, K. & **Ziegenfuss, D. H.** (2024). *Enhancing stem graduate education: The design, development, & piloting of a course to promote research innovation, mentoring, and career readiness*. Round table discussion at the 2024 Hawaii International Conference on Education in Kona, Hawaii.

**Hagood, C. & Ziegenfuss, D.H. (2023, March 23). Using OERs to enhance teaching practice and student success*.*** The ***Utah UALC-UEN OER Symposium.*** <https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/669432/uiconf_id/27812392/entry_id/1_ayjuxi0u/embed/dynamic>

O’Connor, M., **Ziegenfuss, D.H.,** Ellzey, J., Holloway, E., Novoa, S., Schoonover, G., Hemond, J. (2022) *Resident participation in pediatric phone triage: Exploring faculty and resident perceptions and experiences*. Poster & Presentation at the Pediatric Academic Society (PAS) Conference, Denver CO
4-/21-25, 2022. <https://2022.pas-meeting.org/fsPopup.asp?PosterID=478897&mode=posterinfo>

**Ziegenfuss, D. H.** (2021). *The intersection of autoethnography and concept analysis: Theorizing the meaning of boundary-crossing*. Presented at the Ethnographic and Qualitative Research Conference (EQRC). Paper presented, 06/14/2021. <https://www.youtube.com/watch?v=FElQhRD5t6s&t=1s>

**Ziegenfuss, D. H.** (2021, May). *Planning for the future: Using an autoethnography method for professional career development*. International Congress of Qualitative Inquiry (ICQI), presented online. Conference Paper presented, 05/22/2021.

**Ziegenfuss, D. H**., Mowdood, A., Casucci, T., & Rutledge, L. (2021) *Beyond traditional library outreach: Building on theory, technology, and librarian strengths to meet diverse student needs*. Paper presentation at the California Conference on Library Instruction (CCLI) on May, 21, 2021. <https://www.cclibinstruction.org/wp-content/uploads/2021/06/CCLI2021_Beyond-Traditional-Library-Outreach-Building-on-Theory-Technology-and-Librarian-Strengths-to-Meet-Diverse-Student-Needs.pdf>

**Casucci, T**., Rutledge, L., Mowdood, & Ziegenfuss, D. H. (2021) *HyFlexing library instructional materials and creating open access learning tools: Getting at the heart of designing flexible instruction*. To be presented at the 2021 Utah Library Association (ULA) Conference on May 19-21, 2021.

Rutledge, L., Casucci, T., Mowdood, A. **Ziegenfuss, D.H.** (2021). *HyFlexing library instructional materials: Getting at the heart of designing flexible instruction*. Recorded and presented at the ACRL Annual conference. <https://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2021/HyFlexingLibraryMaterials.pdf>

**Ziegenfuss, D**. **H.** (2021). *Mixing up your information literacy instruction: Integrating data literacy into your pedagogical toolbox*. To be presented at the 2021 online LOEX Conference, May 11-14, 2021. <https://commons.emich.edu/cgi/viewcontent.cgi?article=1022&context=loexconf2021>

**Ziegenfuss, D. H.** (2021). *Getting to Authentic Leadership through Autoethnography: Bridging Past Experiences and Identities with Future Career Planning.*Presented online at the UWHEN Leadership Conference, April 9, 2021. <https://www.youtube.com/watch?v=4b8Q5HMqhwI&t=373s>

**Ziegenfuss, D. H**. (2021). *Using an autoethnography approach as a pedagogical tool: Connecting diverse communities and health science careers*. Presented online at the International Symposium on Autoethnography and Narrative (ISAN) on January 3, 2021. <https://www.youtube.com/watch?v=nRUn_Cs35b8&t=7s>

**Ziegenfuss, D. H.** (2021). It’s okay to be feral: Exploring librarian identity through autoethnography. Presented online at the The Qualitative Report Conference, January 13, 2021. <https://nsuworks.nova.edu/tqrc/twelfth/day2/32/>

Chapman, B.& **Ziegenfuss, D. H**. (2021). *Getting beyond the memoir to an autoethnography: Building on a cancer survivor narrative memoir.* Presented online at the International Symposium on Autoethnography and Narrative (ISAN) on January 2, 2021.

**Ziegenfuss, D. H.** (2020, November 3)**.** Designing a graduate online community for research practice: Going beyond single purpose design*.* Presented at the ACRL Distance Learning Services Conference (DLC), held online in November 2020.

**Ziegenfuss, D.** **H.** (2020, October 12-14). *Revisiting the value of qualitative research strategies in the time of COVID-19: Using public narrative data as a lens for understanding health literacy challenges.* Presented online at the MCMLA conference and received the Viewer’s Choice Paper Award. <https://a2-118392853.cluster2.canvas-user-content.com/files/118392853/download?download_frd=1>

**Ziegenfuss, D. H.** (2020, October 9)**.** *Using a backward design approach to integrate data literacy into library instruction.* Presented online at the Southeast Data Librarian Symposium.

**Ziegenfuss, D. H.** (2020, April 23) Scaffolding Up to Teach Data LiteracyLibrary 2.0 Learning Revolution Online Conference; Available at: <https://www.youtube.com/watch?v=mi2bZWhyb1E&feature=emb_logo>

**Ziegenfuss, D. H.** (2019, March 13). *Using the Quality Course Framework (QCF) to design instruction and* librarian*-faculty collaboration tools*. An online presentation for the Library 2.019 Conference: **Shaping the Future of** Libraries **with Instructional Design. Available at:** <https://sas.elluminate.com/site/external/recording/playback/link/table/dropin?sid=2008350&suid=D.2A97729B69CC159A66407517378E1C>

**Ziegenfuss, D.H**. (2019, February 26). *Uncovering and developing the identity of an academic boundary crosser: A case study that integrates autoethnographic research and grounded theory methods*. Paper presented at the Ethnographic and Qualitative Research Conference (EQRC), Las Vegas, NV on February 24-26, 2019.

**Ziegenfuss, D. H**., Chapman, B. & Samore, M. (2018, June). *Getting students up to speed in biomedical data science: Identifying needs and opportunities for future data science curriculum planning*. Paper presentation accepted for the American Medical Informatics Association (AMIA) 2018 Informatics Educator Forum Conference, New Orleans, LA June 19-21, 2018.

**Ziegenfuss, D. H**. (2018, June 1). *Blending design thinking with design-based research*. Paper presentation at the California Conference on Library Instruction, Library Instruction by Design: Using Design Thinking to Meet Evolving Needs.University of San Francisco,San Fransico, CA.

**Ziegenfuss, D. H.** (2018, May 18). *Autoethnography as a Boundary-Crossing Framework: Building on the Past and Planning for Emerging Professional Identities*. Paper presented at the Fourteenth International Congress of Qualitative Inquiry (ICQI) at University of Illinois, Urbana-Champaign on May 16-19, 2017

**Ziegenfuss, D. H.** (2018, February 26). *Using Metacognitive Reflection to Develop Awareness and Confidence in Undergraduate Qualitative Researchers: A Grounded Theory Approach*. Paper presented at the Ethnographic and Qualitative Research Conference (EQRC), Las Vegas, NV on February 25-27, 2018.

**Ziegenfuss, D. H**. (2016, February 2). Using an appreciative inquiry approach to uncover the identity of instruction librarians. Paper presentation at the *28th Annual Ethnographic and Qualitative Research Conference (EQRC)* on February 1 – 2, 2016 in Las Vegas, NV.

**Ziegenfuss, D. H**. & Furse, C. (2015). Co-flipped teaching: Experiences sharing the flipped classroom. Paper presentation at the *2015 IEEE International Symposium on Antennas and Propagation* and USNC-URSI National Radio Science Meeting in Vancouver, BC, July 19-25, 2015.

**Ziegenfuss, D. H**. (2015). *A MOOC: A way to introduce faculty to student-centered learning.* Presentation at the InstructureCon (Canvas) Conference, Park City, UT June 18, 2015. Video available at: <https://community.canvaslms.com/videos/1629>

**Ziegenfuss, D.H.** (2015). *MOOC action research: Measuring flipped teaching conceptual change.* Paper presentation at theNew Media Consortium Conference in Alexandria, VA June 11, 2015

**Ziegenfuss, D. H.** (2015). *Grounding program design & assessment planning in qualitative research.* Paper presentation at theInternational Congress of Qualitative Inquiry Conference – University of Illinois at Urbana-Champaign May 22, 2015

**Ziegenfuss, D.H.** (2015).*Unpacking the lessons learned from an educational development-focused international MOOC for internationalizing the curriculum.* Paper presentation at theSociety of Educational Developers Association (SEDA) Conferenceon Internationalization - Manchester UK, May 15, 2015

Lemire, S. & **Ziegenfuss, D. H.** (2015).*A must-have instructional design strategy for your pedagogical and teaching toolbox.* Presentation at theLOEX Conference in Denver Colorado – May 1, 2015 about using Backward Design for library instruction.

**Ziegenfuss, D. H.** (2014, June). *Using a MOOC as a faculty development tool: A learning community for STEM faculty teaching flipped classes*. Presentation at the MOOCs in STEM: Exploring New Educational Technologies Conference at SJSU in San Jose CA June 2014

Furse, C. & **Ziegenfuss, D. H.** & Bamberg, S. (2014). Learning to teach in the flipped classroom. *2014 IEEE International Symposium on Antennas and Propagation* and USNC-URSI National Radio Science Meeting in Memphis, Tennessee, USA, July 6-12, 2014.

**Ziegenfuss, D. H.** (2012). *Beyond the level of course: Canvas as a “Digital Habitat”.* Presentation at the InstructureCon 2012 Annual Conference, Park City, June 16, 2012.

**Ziegenfuss, D. H**. & Lawler, P. A. (2012). Grass roots leaders in higher education: Faculty find their voice. Presentation at The Tobias Leadership Conference in Colorado Springs, CO. February 24, 2012

Ostafin, A. & **Ziegenfuss D. H**. (2010). *Teaching nanobiotechnology*. Peer-reviewed presentation at the annual AIChE meeting in Salt Lake City, UT on November 9, 2010

Lawler, P. A. & **Ziegenfuss, D. H**. (2010). *Leadership from the ranks: The missing piece for academic development.* Peer-reviewed long paper presented at The International Society for Scholarship of Teaching & Learning Conference (ISSOTL), Liverpool, UK on October 20, 2010.

**Ziegenfuss, D. H**. (2009) *Using logic models to design, sustain, and evaluate faculty development.* Peer-reviewed paper presented at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Houston, TX, October 29, 2009.

Lawler, P. A. & **Ziegenfuss, D. H**. (2008). *Integrating professional development, leadership development and faculty governance: new challenges.* Peer-reviewed round table discussion presented at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Reno, NV, October 23, 2008.

Madigosky, S., Grant, B. W.; & **Ziegenfuss, D. H.** (2008). *The effects of student attitudes toward environmental issues as a function of teaching strategies: A hands-on and minds-on approach.* Paper presentation at the 8th Annual Conference on Pedagogy, Technology & Course Redesign VIII, June 4-6 2008, Fairfield University, Fairfield, CT.

Martin, A., Dr. Castaldo, A., McHenry, N. & **Ziegenfuss, D. H**. (2008). *Hearing student voices: Employing student learning assistants to improve teaching.* Peer-reviewed presentation at The Lilly East Conference on College and University Teaching and Learning, University of Delaware, April 17, 2008. Co-presented with 3 students (Ms. Michelle Danner, Ms. Kaitlin Gerhart, Ms. Suanne Hopper).

**Ziegenfuss, D. H.** (2007). *Refocusing the lens: The priority of understanding course design approaches*. Invited peer-reviewed paper presented at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Pittsburgh, PA, October 26-27, 2007.

**Ziegenfuss, D. H**., Lawler, P. A. & Allen, J. (2006). *In the midst of flux: Collaboratively designing a center for innovative teaching, learning and assessment built on a SoTL foundation*. Peer-reviewed presentation at The International Society for Scholarship of Teaching and Learning (ISSOTL) Conference, Washington, DC, November 11, 2006.

Lawler, P. A. & **Ziegenfuss, D. H.** (2006). *Faculty as learners: Can they wear two hats?* Peer-reviewed presentation at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Portland, OR, October 27, 2006.

Lawler, P. A. & **Ziegenfuss, D. H.** (2006). *The relationship of teacher and student perceptions in a course about teaching and learning.* International peer-reviewed paper presentation at The 14th Improving Student Learning Symposium (ISL2006), University of Bath, Bath, UK, September 6, 2006.

**Ziegenfuss, D. H.** & Lawler, P. A. (2006). *Learning and teaching through collaborative course design.* Peer-reviewed presentation at The Lilly East Conference on College and University Teaching and Learning, University of Delaware, April 7, 2006.

Lawler, P. A. & **Ziegenfuss, D. H.** (2005). *Getting it right together: Trials, struggles and joys of researching a new collaborative course design methodology*. Peer-reviewed presentation at the International Society for Exploring Teaching and Learning (ISETL), Cocoa Beach, FL., October 13, 2005.

Lawler, P. A. & **Ziegenfuss, D. H.** (2005). *Perceptions of teaching and learning by learners that are also teachers.* Peer-reviewed poster presentation at The 13th Improving Student Learning Symposium (ISL2005), Imperial College, London, UK, September 6, 2005.

**Ziegenfuss, D. H.** & Lawler, P. A. (2007). *Priorities for planning an academic initiative: A teaching & learning center,* Peer-reviewed presentation at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Pittsburgh, PA, October 26-27, 2007.

**Ziegenfuss, D. H.** & Dyer, P. M. (2007). *Self-assessment and peer-assessment feedback in a professional writing course using PowerPoint and video.* Peer-reviewed presentation at the International Society of Exploring Teaching and Learning (ISETL) Annual Conference, October 11, 2007 in Atlanta, GA.

**Ziegenfuss, D. H.** (2007). *Variations on faculty approaches to the process of course design: A phenomenographic study*. Peer-reviewed research paper presented at the Ethnographic and Qualitative Research in Education Conference, June 8, 2007, Cedarville University, Cedarville, OH.

Lawler, P. A. & **Ziegenfuss, D. H.** (2007). *Building an innovative teaching & learning center grounded in the SoTL: A collaborative blueprint for success.* Peer-reviewed poster presentation at The Lilly East Conference on College and University Teaching and Learning, University of Delaware, April 13, 2007.

Biro, S., O’Tanyi, T. & **Ziegenfuss, D. H.** (2004). *Teaching online: Technical lessons learned*. Peer-reviewed presentation at the PETE & C Conference, Hershey, PA., February 23, 2004.

Davidson, R., Sims, M, **Ziegenfuss, D. H**. & Laholt, P. (2002). *The rocky road of faculty development*. Peer-reviewed presentation at The SITE 2002 Conference at Nashville, Tennessee, May 2002

Price, A. & **Ziegenfuss, D. H.** (2001). *Data collection and analysis in the general chemistry laboratory - lessons learned*. Peer-reviewed presentation at the Gettysburg College Practicum in Instructional Technology Conference, in Gettysburg, PA on June 5, 2001.

***Invited Presentations & Publications***

**Ziegenfuss, D. H.** **(**2021 to present**).** Invited by the department chair each spring semester to present to the MS Genetic Counseling students about qualitative research methods and using qualitative analysis software.

**Ziegenfuss, D. H.** **(**2022 to present**).** Invited by the department chair each spring semester to present to the Physician Assisstant program students about research methods and designing surveys as part of their research capstone project.

**Ziegenfuss, D. H.** and Deutsch, A. **(**2023, August 14**).** Invited to present on designing library research assignments at the CTE Annual Teaching Symposium.

**Ziegenfuss, D. H.** **(**2022, February 15**).** Invited to speak to the MS Genetic Counseling students about qualitative research methods and using qualitative analysis software by the department chair.

**Ziegenfuss, D. H.** (2022). Invited to speak to the Physician Assistant students about designing and conducting surveys, qualitative research methods and using qualitative analysis software by the Course Director Dr. Jennifer M. Coombs and Ms. Mayumi Kasai, Director of Student Activities and Advising.

**Ziegenfuss, D.H.** (2022, August 16). Invited to present a workshop at the CTE Annual Teaching Symposium about Teaching with OERs.

**Ziegenfuss, D. H.** (2019). Invited to present a Medical Library Association (MW-MidContienental chapter) pre-conference workshop: *Cool Creative Communications: Dazzling Data Visualization in Tableau* for the 2019 Midcontinental Medical Library Association (MLA) Conference, Omaha, NE on October 13, 2019.

**Ziegenfuss, D. H.** (2019). Invited to present an online webinar for the ACRL ALSGSIG: Listen and Discuss Series: *Supporting Graduate Students as Emerging Scholars* on 10/29/19.

**Ziegenfuss, D.H.** (2019, February 4). Guest speaker, invited by Boyd Richards, Educational Specialist Director, in the SOM Faculty Scholar Program to discuss qualitative research and research design.

**Ziegenfuss, D. H.** (2018, June 19). Invited pre-conference 3-hour workshop presentation: *A teaching learning toolbox for busy instructors: How to sanely refresh your informatics teaching practice* for the American Medical Informatics Association 2018 Informatics Educator Forum Conference, New Orleans, LA

**Ziegenfuss D. H.** (2018, April 6). Invited presenter and facilitator for symposium sessions: *Framework and learning design: How to outline and teach online courses*. A UNLV NSF-funded symposium on online STEM teaching and learning. University of Las Vegas Engineering and Nursing departments, Las Vegas, NV.

**Ziegenfuss, D. H.,** (2016, June).Invited blog post: *Taking Action by Casting a Wider Net.* CLIR blog about my 2016 Leading Change Institute Fellowship Experience. Available at: <http://connect.clir.org/blogs/donna-ziegenfuss/2016/06/30/casting-a-wider-net>

**Ziegenfuss, D. H.,** Farnsworth, C. & Roberts, M.(2016, May 9-11).Invited facilitator:*Engaging students in the STEM classroom.* Design and conduct a three-day symposium on active learning and effective teaching practice for Southern Utah University, College of Science and Engineering.

**Ziegenfuss, D. H.** & Furse, C.(2015, May 27-29). Invited facilitator:*Second annual infrastructure education workshop: Pedagogies of engagement in the infrastructure classroom*. Conducted a CIT-E NSF Three-day workshop on course design and flipped instruction for the engineering classroom. University of Utah, Salt Lake City.

**Ziegenfuss, D. H.** (2015, May 26).Invited presenter: *Assessing student learning: Frameworks, strategies, & tools.* At the University of Utah Eccles Library for the Eccles Library Education Team.

**Ziegenfuss, D. H.** (2014). Invited presenter: *Online and MOOC teaching.* Presented at the Utah Council for Citizen Diplomacy event held at the University of Utah for a visiting educational contingency from Brazil.

Lundstom, K. & **Ziegenfuss, D. H. (**2013, August 9*).* Invited presenter and facilitator: *Becoming an intentional library: Aligning library outcomes, activities, and assessment to promote student success*. Utah Academic Library Consortium full day workshop, on the topic of planning strategies for library assessment at Utah Valley University in Orem Utah.

**Ziegenfuss, D. H. (**2013, May 7).Invited facilitator: *Course design that begins with the end in mind: If you can dream it you can design it!* At the University of New Mexico College of Nursing full day workshop on course design for nursing facultyin Albuquerque, New Mexico.

Mogren, P. & **Ziegenfuss, D. H.** (2012). Invited presenters: *Leading effective meetings*, for the Annual Faculty Development Workshop Series sponsored by the University of Utah (U of U) Associate VP for Faculty in the Office of Faculty on January 17, 2012 and October 24, 2012.

**Ziegenfuss, D. H.** (2012, August 12).Invited presenter: *A new resource for course design: The quality course framework.*Presented at the U of UCTLE Annual Teaching Symposium.This session presented The Quality Course Framework that will help guide work in designing quality online instruction.

**Ziegenfuss, D. H.** (2012, April 11).Invited presenter: *A quality course framework that begins with the end in mind*. Presented at Spring 2012 TACC Faculty Forum at the University of Utah in the Marriott Library.

**Ziegenfuss, D. H.** (2011, August 1). Invited presenter: Learning how to design and teach an online course by using a backwards design approach. Presented at the first InstructureCon Conference, 2011, Snowbird, UT. <https://www.youtube.com/watch?v=qqHXczNYtlg>

**Ziegenfuss, D. H.** (2011, July 25). Invited presenter: *Finking the process of instructional design.* Presented at Utah Valley University Instructional Design Summit, Orem, UT.

Lawler, P. A. & **Ziegenfuss, D. H**. (2011, October 28). Invited presenters: Re-thinking faculty leadership: Creating new development opportunities. Presented on the findings for a POD grant project at The Professional and Organizational Development Network in Higher Education (POD) International Conference, Atlanta, Georgia.

**Ziegenfuss, D. H.** (2004, September 28). Invited presenter: *Multimedia and e-learning.* The ASEC (African Sisters Education Collaborative) Conference, held at Chestnut Hill College.

**Ziegenfuss, D. H.** (2004, May 18). Invited presenter and facilitator: *Opportunities for change? Tools & strategies for E-learning.* Pennsylvania Library Association Annual Conference (College & Research Division) at Grantville, PA.

**Ziegenfuss, D. H.** (2004, May 3). Invited keynote speaker at the Seventh Congressional District Art Competition Award Ceremony sponsored by Congressman Weldon for the seventh congressional district, held at Delaware Valley Community College.

**Ziegenfuss, D. H**. & Catania, F. (2004, April 6). Invited presenter: *Instructional design and legal education*. Widener Law Faculty Development Luncheon, in Wilmington, DE.

**Ziegenfuss, D. H.** (2004). Invited presenter: *E-Learning - The Road More Traveled*. Annual (PALINET) national meeting in Wilmington, Delaware on November 18, 2003.

**Ziegenfuss, D. H.** (2003). Invited presenter: *Online learning, information resources and best practices.* The Distance Learning Colloquia of Tri-County Library Consortium (TCLC), November 7, 2003.

**Ziegenfuss, D. H.** (2002). Invited presenter: *Qualitative research:* *A formative evaluation of a situated learning community of practice*. Chestnut Hill College Phi Delta Kappa Induction Meeting at Chestnut Hill College on October 8, 2002.

**Ziegenfuss, D. H.** (2004). Invited presenter: *Instructional design and technology*. Harrisburg Widener School of Law in Harrisburg, PA on February 10, 2004.

**Ziegenfuss, D. H.** (2002, June 18). Invited presenter: *Faculty Development Workshops at the Baldwin School***,** Bryn Mawr, PA. Presented two introductory workshops on Blackboard, a course management system, for Baldwin K-12 school faculty on designing and implementing a web-based course component in a traditional face-to-face K-12 learning environment.

**Ziegenfuss, D. H.** (2001, January 23). Invited panelist: *Discussion Panel Member for the ADVIS (Advancement for Delaware Valley Independent K-12 Schools) Technology Leader Retreat*. Discussed the topic of what colleges and universities expect from high school graduates in the area of technology skills.

**Ziegenfuss, D. H.** (2000, June). Invited presenter: *Fine Art Teacher Development Workshop***,** Methacton High School, Upper Providence, PA*.* Art department teachers in a daylong workshop on graphic design and print production applications using Adobe Photoshop and Adobe Illustrator.

**Ziegenfuss, D. H.** (1999, April). Invited facilitator: *Leading the Way with Technology Workshop****.*** Souderton Area School District**,** *Souderton, PA*. Graphic design and multimedia workshops for teacher training.

**Ziegenfuss, D. H.** (1997, April). Invited facilitator: *Elementary Teacher Technology Workshop*, North Penn School District,North Wales, PA,Workshop for North Wales Elementary teachers on technology integration strategies.

***Referred Posters & Panels***

Patterson, B., Mowdood, A., **Ziegenfuss, D. H.**, Larsen, D., Baluchi, D. & Diener, M. (2019, April 12). *Embedded Librarianship in a First Year Experience Program: Lessons Learned After 20 Years*. Panel discussion to be presented at the 2019 ACRL National Conference in Cleveland Ohio.

Putnam, T. C., Burns, R. D., Brusseau, T. A, Henderson, H. L., Ziegenfuss, D. & French, R. (2019) *A needs assessment to determine how PETE university faculty evaluate preservice teacher competency*. Poster presented at SHAPE Conference.

Furse, C. & **Ziegenfuss, D. H**. (2018, June). *Teach-flipped: A faculty development MOOC on how to teach flipped.* Poster presentation accepted for the 2018 American Society for Engineering Education (ASEE) Annual Conference and Exposition, Salt Lake City, UT, June 24-27, 2018) – Paper at: <https://www.asee.org/public/conferences/106/papers/21292/view>

**Ziegenfuss, D. H.** (2018). *Student Self-Reports on Their Library Research Comfort Levels: Using the Data to Improve Library Instruction.* Poster presented at the 2018 ARL Assessment Conference, Houston Texas.

**Ziegenfuss,** D. H., Larsen, D., Pankl, L. & Wallace, S. (2017, May 16). *Communicating and collaborating on teaching guidelines*. Poster at the Utah Library Association ULA Annual Conference, Sandy, UT, May 16, 2017.

Furse, C. & **Ziegenfuss, D. H.** & Bamberg, S. (2016, April 27-29). *Envisioning the Future of Undergraduate STEM Education: Research and Practice Symposium* on April 27-29, 2016 in Washington, DC. Poster Presentation and facilitated a PI-Led Discussion Session/ Working Group.

**Ziegenfuss, D. H.,** Qin, L., & Hjorten, E. (2012). *Getting around institutional barriers to communicate and plan partnerships for collaborative faculty instructional support.* Poster presentation at the Annual Educause Conference, Denver, Colorado November 7, 2012.

**Ziegenfuss, D. H. & Qin, L.** (2012). *A collaborative approach to quality online course design.* Poster presentation at the Western Cooperative for Educational Technologies (WCET) Conference, San Antonio, Texas, November 1, 2012.

**Ziegenfuss, D. H.** (2012). *Digital habitats: A hybrid community for developing 21st century competencies.* Poster presentation at the Professional and Organizational Development Network (POD) International Conference, Seattle, Washington October 26, 2012.

Lawler, P. A. & **Ziegenfuss, D. H**. (2010). *Expanding leadership development for faculty: Current trends and future issues.* Poster session presented at The Professional and Organizational Development Network in Higher Education (POD) International Conference, St. Louise, MO. November 5, 2010

**Ziegenfuss, D. H.** (2005). *Technology: Focused through a humanistic lens.* Poster presented at the School of Human Service Professional Graduate Research Symposium, Widener University, Chester, PA., April 14, 2005.

**Ziegenfuss, D. H.** (2004). *Faculty development in higher education on professional development needs of late career faculty*. Poster presentation at the School of Human Service Professional Graduate Research Symposium, April 15, 2004. Participated as part of a group poster session on research conducted during the doctoral ED744, Faculty Development in Higher Education course.

O’Tanyi, T., Biro, S. & **Ziegenfuss, D. H.** (2003). *Preparing faculty to teach online: A call for successful collaboration*. Peer-reviewed poster at the Hawaii International Conference on Science Education in Honolulu Hawaii on January 15 - 18, 2003.

***Non-Peer Reviewed Conference Presentations***

Dwyer, J., Larsen, D., **Ziegenfuss, D. H.** & Swartzmiller, K., & (2017, October 6). *Developing collaborations for transfer student success*. Lightning Talk Presentation at the 2017 Utah Academic Library Consortium Professional Development Retreat, Ogden, UT.

Gagliardi, A. & **Ziegenfuss, D. H.** (2017, May 16). *Planning your own adventure: Discovering tools for library programs and grants planning*. Presentation at the Utah Library Association, ULA Annual Conference, Sandy, UT, May 16, 2017.

St. Clair, L., Regan, A., & **Ziegenfuss, D. H.** (2015). Library support for graduate students. Presentation at the *2015 ULA Conference*, St. George, UT. Presented May 15, 2015

**Ziegenfuss, D. H.** (2015). Learning to flip the classroom using a MOOC learning community. *Symposium on Emerging Technology Trends in Higher Education*, The Marriott Library, Salt Lake City, UT. Presented on 2/27/15.

**Ziegenfuss, D. H.** (2013).*Inspiring digital scholars: Getting beyond just information seeking and gathering,*CTLE Annual Teaching Symposium,University of Utah on 8/19/13.

Hatch, G., Morrow A. & **Ziegenfuss, D.H.** (May 3, 2013) *Visual literacy in action*. Presentation at Utah Library Association 2013 Conference, Provo, UT.

# Regan, A. Ziegenfuss, D.H., St. Clair, L. & Peters, B. (May 3, 2013). *Providing library resources in an academic setting: Dissertation boot camps, promoting tablets/e-readers, and integrating accessible workstations.* Presentation at Utah Library Association 2013 Conference.

Hatch, G., Morrow A. & **Ziegenfuss, D.H.** (April 11, 2013) *Visual literacy in action.* Presentation at the ACRL Conference, Indianapolis, IN.

**Ziegenfuss, D. H.** (2012).*Taking a more visual approach to engage 21st century learners*,CTLE Annual Teaching Symposium, 8/12*.*

**Ziegenfuss, D. H.** (2012). *An introduction to action research: Getting to the bottom of instructional problems*.CTLE Annual Teaching Symposium, 8/12.This session will introduce a more systematic action research framework for making instructional decisions and lead you through a process to help you identify areas for improvement in your course.

**Ziegenfuss, D. H.** (2012). *Designing library programming with the end in mind: A backwards design approach.* Presentation at the Utah Library Association ULA Annual Conference, Salt Lake City, April 27, 2012.

**Ziegenfuss, D. H.** (2007). *Variation in approaches to course design: A phenomenographic study.* A featured dissertation research presentation at the School of Human Service Professional Graduate Research Symposium, Widener University, Chester, PA., April 19, 2007.

***Workshop Facilitations***

**2014 Geology/Geoscience/Geological Engineering Program Curriculum Retreat,** *August 2014*

Invited with Mark St. Andre to facilitate a daylong faculty retreat on curriculum planning and program learning outcome alignment for all undergraduate and graduate department programs.

**2012 - 2014 Film and Media Arts Program Curriculum Retreat,** *March 2012 - program outcomes development, February 2013 – curriculum mapping/revisions, October 2014 – strategic planning*

Invited to facilitate a series of department/faculty retreats on curriculum planning, program learning outcome alignment and strategic planning.

**2012 Introduction to Adobe Illustrator,** *Marriott Library Education Services Workshop Series*. This session will introduce the basic Illustrator tools and the vector-drawing environment as well as provide a process that you can use to create illustrations and diagrams for publications and presentations.

**2012 NVivo: An Introduction to Managing Qualitative Research Projects and Analyzing Qualitative Data,** *Marriott Library Education Services Workshop Series.* This first introductory session presents an overview of NVivo features and demonstrate how to use this software to make qualitative analysis.

**2012 Designing Online Courses** at University of Utah. In collaboration with TACC (now TLT), our technology support unit, I regularly present workshops and conduct departmental seminar series on redesigning courses for online delivery using the L Dee Fink model of backwards design. The most recent workshop was for the department of Parks, Recreation and Tourism in 2012.

**2006-2007 Hospitality Management 107 Course Redesign Project.**

As an instructional designer, I collaborated with 3 faculty members on the redesign of a 3-course series of food preparation courses. The project involved the redesign of program and course learning objectives, the redesign of undergraduate courses, and a longitudinal research plan for course data collection and analysis across multiple semesters for the 3 courses. One of the faculty members presented a poster on our research at the September 29 – October 3, 2007 American Dietetic Association Annual meeting on student leadership preparation in an introductory foods course.

**2006-2007 University College Faculty Workshop** at Widener University

In collaboration with our continuing education school, University College, I regularly presented workshops and presentations on teaching and learning topics for adjunct faculty in addition to one-on-one consultation work. Presentations conducted in include: Multi-modal teaching and learning strategies, *March 24, 2007;* WebStudy (LMS) training and online course development, *December 11, 2006;* Classroom assessment techniques and formative assessment, *November 16, 2006;* Online course design and development, *August 14, 2006;* Online course design and development, *April 17, 2006*

**School of Hospitality Management Faculty Retreat** at Widener University**,** *January 12, 2007*

Facilitated a faculty retreat in collaboration with the Assistant Provost of Student Learning Assessment, and the School of Hospitality Management faculty. The purpose of the retreat was to align program objectives with course objectives and evaluate student course evaluations.

**School of Hospitality Management Faculty Retreat** at Widener University**,** *January 13, 2006* Facilitated a faculty retreat in collaboration with the Assistant Provost of Student Learning Assessment, and the School of Hospitality Management faculty. The purpose of the retreat was to develop and refine School of Hospitality Management program objectives and work on redesign of 3-course series of food preparation.

***Guest Lecturer Invitations***

**Ziegenfuss, D. H.** (2021, 2020, 2019, 2018, 2017). Guest lecturer each semester on using Adobe Illustrator in a Visual Literacy course (WRTG 4030) with Dr. Nona Brown.

**Ziegenfuss, D. H.** (2017, December 8), *“What do you do and why do you do it?”*. An invited faculty development workshop for College of Fine Art faculty on using logic models to plan projects and beginning to think about assessment of the impact of a project. University of Utah, UT.

**LING582** - Content-Based Language Teaching, spring 2011, spring 2013 Invited to present on course/curriculum planning for Dr. Mary Ann Christensen’s graduate students

**ELP6520** – Program Development, each fall semester 2008-2010 Invited to present on course/curriculum planning by Dr. Mary Skorheim's education leadership graduate students

**ED804** - Issues in Higher Education Course, October 24, 2006 Invited to present as a guest lecture in an education doctoral course on the topic of technology in higher education.

**ED744** - Professional Development in Higher Education Course, March 18, 2006 Invited to present as a guest lecture in an education doctoral course on the topic of faculty development in higher education.

**ED804** - Issues in Higher Education Course, October 18, 2005 Invited to present as a guest lecture in an education doctoral course on the topic of technology in higher education.

**Nursing Doctoral Education Course**, July 18, 2005 Guest lecture on instructional design and technology integration in higher education teaching in a nursing education doctoral course.

**ED505** - Technology and Teaching and Learning, November 21, 2004 Invited as a guest lecturer on the topic of technology and teaching and learning in a master’s program adult education course.

**ED744** - Technology and Professional Development in Higher Education, October 16, 2004 Invited to present on the topic of technology and professional development issues in a doctoral program course.

**CHC Graduate Online Learning Course**, February 17, 2004 Invited to present on the topic of Learning Objects in the Chestnut Hill College Master’s Program online learning and development class.

**CHC Graduate Research Methods Course**, September 11, 2002 and February 12, 2004 Invited to present my master's thesis qualitative research strategies for the master's candidate students currently conducting research in the Chestnut Hill College Master’s Program.

**University Committee and National Service**

***National Professional Memberships and Service***

***Professional Organization Service***

* OERwest, committee member 2021to present
* UALC OER sub-committee, 2022 to present and coordinator of the 2024 ualC-UEN OER Symposium
* IFLA, Continuing Professional Development and Workplace Learning, member 2021-2022
* Library Professional Organizations ALA, ACRL, and ULA member, 11/13 to 2023
	+ 2016-2017 ACRL mentor for an early career CSU librarian
* Educause/ELI Member, 2016 to present
* AMIA Conference Planning Committee member, 2020
* CLIR Leading Change Institute (LCI) Fellow in the 2016 cohort 02/09/2016 to present
* NWCCU accreditation site team evaluator, 2013 to 2019
* Greater Western Library Alliance (GWLA). Student Learning Outcomes Taskforce member, Led a qualitative research study 2011-2013.
* PKP Inducted into Phi Kappa Phi, interdisciplinary honor society, inducted March 23, 2007 to present.
* American Medical Informatics Association (AMIA), 2018 Conference Planning Committee member,
2017 to 2019
* American Society for Engineering Education (ASEE), 2018 – 2019
* POD (Professional and Organizational Development Network in Higher Education) Research Committee – Committee Member - 2010 to 2013
* Inducted into Kappa Delta Pi (KDP), the Chi Gamma Chapter, international honor society in education, inducted March 14, 2004 to 2011
* New Media Consortia (NMC) Member, until 2015
* ISETL Member, International Society for Exploring Teaching and Learning, until 2013
* ISSOTL Member, International Society for the Scholarship of Teaching and Learning, until 2013

***Journal and Book Review Service***

* Journal of Information Literacy (JIL), UK beginning 2021
* Distance Learning Services Conference Proposal Reviewer, 2020
* Educause & ELI Conference Proposal Reviewer, 2017 to present
* American Medical Informatics Association (AMIA) Conference Proposal Reviewer, 2018
* American Society for Engineering Education (ASEE) Conference Paper Reviewer, 2017
* Education Sciences - Journal Reviewer – 2016 to present
* Library Instruction West (LIW) Conference proposal reviewer, 2016
* IJAD (International Journal of Academic Development) – Journal Reviewer - 2009
* Book Reviewer for, *Canvas LMS Course Design*, through Packt Publisher - 2014
* The MERLOT (Multimedia Education Resource for Learning and Online Teaching) Journal of Online Learning and Teaching (JOLT) – Journal Reviewer 2012 to 2017
* HES (Higher Education Studies) – Journal Reviewer 2012 to present
* JEDP (Journal of Education and Developmental Psychology) Journal Reviewer 2011 to present
* POD Conference Proposal Reviewer for 2008-2012 Conferences
* POD To Improve the Academy - Book Chapter Reviewer 2010
* Lilly Conference East Conference - Conference Proposal Reviewer 2008

***University of Utah Service: Campus, Dissertation, and Capstone Project Committees***

***Marriott Library Committees***

* Marriott Library Committee:
	+ Chair of the Tenured Faculty Review Committee, 2024
	+ Tenure Line Faculty Review Committee member, Summer, 2017 to present
	+ 2019 Tenure-Line Faculty Review Committee RPT committee, Chair.
	+ 2018 RPT Review Committee for tenure-track librarians, Secretary.
* Social Sciences, Education, Business, Social Work (SEBS): College & Interdisciplinary Team (CIT) Committee member, 07/2017 - present
* Marriott Library Committee: Graduate Student Committee, 1/2012 to 2023
* Marriott Library Committee: Library Services Committee, Summer 2015 to 2017
* Marriott Library Committee: Information Literacy For-Credit Curriculum Committee, 9/2014 to 2016
* Marriott Library Committee: Grant Writing Committee, January 2014 to 2016
* Marriott Library: Planning and Assessment Committee (in hiatus)
* Marriott Library: Visual, Information, and Technology Literacy (VITL) initiative, committee member
2010 - 2012

***Campus-Wide and Faculty Senate Committees***

* The Senate Advisory Committee on University Strategic Planning’s (SACUSP), 2023 to present
* Graduate Council, 2022 to present
* Credit and Admissions Faculty Committee, Fall 2015 to Spring 2022
* Campus Committee: The Research Education (REd) Curriculum Taskforce redesign and teach online courses for training RATs and PICA. Instructors in how to teach online 2018 - 2020. University service.
* Campus Committee: Biomedical Informatics Curriculum and Accreditation Working Group member,
2017 – 2019
* Campus Committee: General Education Curriculum Review Committee, 2014 – 2018
* Campus Committee: Graduate Student Writing Taskforce - charge from the Graduate School to improve graduate level writing and hire a graduate writing coordinator. 01/05/2016 - 04/07/2017.
* Campus Committee: Student Orientation Committee, Spring 2013-Spring 2016
* Community Committee: Natural History Museum of Utah (NHMU) collaboration on creating an online course for professional development of Utah K-12 teachers for ResearchQuest modules, 2015
* Senate Committee: Learning Enhancement and Outcomes Assessment Ad Hoc Committee member, Sp2014 - Sp2015
* Campus Committee: Doctoral dissertation committees 2011 to present
	+ College of Education dissertation: 5/25/2010 to present
	+ College of Science / Mathematics dissertation (defense 4/10/2012)
	+ Department of Communication dissertation (defense 7/27/2015)
	+ Department of Political Science dissertation (defense 12/20/2018)
	+ College of Health: 3 dissertation committees: defense 10/31/2017, defense 8/23/2018, & in Progress
	+ In addition to serving officially on dissertation committees, I have mentored many more PhD and EdD students in qualitative research methods and NVivo software from a variety of departments and received acknowledgements on their dissertations such as nursing, economics, nutrition, education
* Campus Committee: CIDAT (Center for Interdisciplinary Art and Technology), Board Member
* Campus Committee: Student Course Evaluation Software Vendor Committee until 8/11

***Widener University Service: Campus and Dissertation Committees***

* Chair of the Search Committee for the Assistant Provost of Student Learning Assessment, 2005
* Taskforce member for Assessment of Student Learning (TASL) committee member 2004 – 2006 in preparation for Middle States Accreditation Process
* Served as a committee member on three doctoral dissertation committees, 2007-2008
* Academic Computing Committee (ACC) 2006 – 6/2008
* Budget Finance and Assessment Committee (BFAC), 2006 – 6/2008
* Member of Lifelong Learning and Professional Development Committee, 2004 – 6/2008
* ITS strategic planning committee, 2005 – 6/2008
* TLTR Co-facilitator of the Widener TLTR (teaching & Learning) group, 2005-2006
* TCLC Co-chair of the Distance Learning Interest Group of regional TCLC organization, 2005 – 2006

**Graphic Design/Illustration Experience** *6/83 -9/97*

As a graphic designer/illustrator I worked for a variety of clients and employers across a fourteen-year period on both a freelance and fulltime basis and accrued a variety of valuable experience. Some of my clients included The Academy of Natural Science in Philadelphia, American Geophysical Union, Lippincott Publishers, Harcourt Brace Jovanovich Publishers, Blazing Graphics and Rhode Island College in Providence Rhode Island, Collegeville Costumes and Imagineering.

My duties included:

* Designed and produced four-color production products for brochure, catalog, journal, textbook, advertising, and product packaging design projects
* Created illustrations for textbooks, journals, and party good products
* Produced illustrations for scientific and medical journal and book production and coordinated the production of scientific books and journals
* ***Software proficiencies:*** Adobe Captivate, Adobe Illustrator, Adobe Photoshop CS, Adobe Premiere Pro, Adobe InDesign, Media 100i (video editing), Microsoft Office, Online course management tools (Canvas, Blackboard, Moodle, CampusCruiser), and QuarkXPress, Tableau Public
* ***Multimedia & Graphic Skills:*** Desktop publishing, Web design and development, Database development, Illustration and logo design, Print design & production, Multimedia CD ROM production, Digital video editing, Scanning and image editing, and Macintosh OS & Windows experience

**Clinical and Research Laboratory Experience** *7/76 – 12/85*

My experience and skill sets developed as a clinical laboratory scientist have proven immensely valuable in my career as an instructional designer and teacher. My science background and training has increased my ability to understand and implement technology tools and strategies, as well as to problem solve and design creative solutions for training and professional development and teaching. I have worked in the clinical laboratory departments at Abington Memorial Hospital, Lancaster General Hospital and Medical College of Pennsylvania hospital, all in Pennsylvania, as well as in the research endocrinology department at Women and Infants hospital in Providence Rhode Island.

 **References available on request**