



Provost and Vice President for Academic Affairs

May 23, 2011

Dr. Linda Noble
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble and Awards Selection Committee:

It is with great enthusiasm that I nominate Dr. Thomas Pusateri, Professor of Psychology and Associate Director for the Scholarship of Teaching and Learning in our Center for Excellence in Teaching and Learning, for the Regents' Scholarship of Teaching and Learning Award. Dr. Pusateri has a distinguished record of scholarship focusing both effective pedagogy in his discipline and broader issues of program level evaluation of student learning.

Early in his career, Dr. Pusateri recognized the importance of data-based research on pedagogical effectiveness. Starting with his own teaching, he developed, evaluated, and disseminated his findings on pedagogical innovations through publications and presentations. His disciplinary contributions led to a national reputation in his discipline as is evidenced by his selection for leadership roles in the Society for the Teaching of Psychology and, most recently, by his selection as a participant in the by invitation only American Psychological Association National Conference on Undergraduate Education in 2008.

Building upon his initial pedagogical research, Dr. Pusateri has expanded his interests and contributions to assessing student learning beyond his disciplinary boundaries. Over the last several decades, Dr. Pusateri has focused on research, leadership, and mentoring related to assessment of student achievement of program learning outcomes. Although "assessment" is not commonly associated with SoTL, it is indeed research on our effectiveness in teaching and student learning, albeit at a programmatic level as opposed to a specific pedagogical technique. Both his narrative and CV delineate his dedication.

Sincerely,

A handwritten signature in blue ink, appearing to read "W. Ken Harmon".

W. Ken Harmon, DBA
Interim Provost and Vice President for Academic Affairs

Narrative and Supporting Data

Thomas P. Pusateri, Ph.D.
Associate Director for the Scholarship of Teaching and Learning,
Center for Excellence in Teaching and Learning and Professor of Psychology
Kennesaw State University

NARRATIVE AND SUPPORTING DATA

I am honored to be nominated by my colleagues at Kennesaw State University (KSU) for the FY2012 Regents Scholarship of Teaching and Learning Award. After receiving my Ph.D. in social psychology from the Ohio State University in 1984, I began my academic career as a faculty member at Loras College in Dubuque, Iowa, where I attained the rank of Professor and served as Chair of the Psychology Department and as Assessment Coordinator for the institution. I matriculated from Loras College in 2003 to assume the position of Assessment Director at Florida Atlantic University in Boca Raton, Florida prior to my current position as the Associate Director the Scholarship of Teaching and Learning at the Center for Excellence in Teaching and Learning at KSU. In this narrative, I will highlight my accomplishments in the scholarship of teaching and learning (SOTL) as they pertain to both my teaching and administrative roles.

TEACHING OF PSYCHOLOGY AND SOTL

Teaching philosophy. Throughout my career, I have experienced repeated awakenings to “practice what I teach,” most notably when I began to teach courses in industrial-organizational psychology. I have found that several topics in this course, such as expectancy theory, research in goal setting, and topics in employee training, are applicable to teaching and learning.

For example, I believe that expectancy theory (Vroom, 1964)¹ can help us understand student motivation for academic success. Why have students enrolled in a course and what outcomes do they value (e.g., a grade, knowledge of course content, a letter of recommendation from the instructor)? What are each student's perceptions of instrumental behaviors for achieving those outcomes (e.g., study habits, quality and promptness of submitted assignments)? What are each student's expectancies for performing those instrumental behaviors during the course (e.g., time management skills, level of self-esteem)? I apply expectancy theory in my courses by distributing in advance of each class a partial handout from my PowerPoint presentations; students are aware that we will “fill in the gaps” of these handouts during class discussion, which increases the motivation for students to attend class. I use my PowerPoint slides and handouts to repeat key themes throughout the course, which helps students to develop conceptual structures for organizing course content. When I assign papers, I provide students detailed instructions and the scoring rubric that I will use to grade their assignments, and I direct my feedback on papers towards comments on how students can improve their writing on future papers.

Research in goal setting (Locke & Latham, 1990)² emphasizes the importance of providing employees (and students) clearly defined and challenging but achievable goals. I believe such

¹ Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

² Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

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goals should be articulated in a course syllabus with components analogous to a job description, including a statement of employee (student) tasks and the worker requirements that contribute to successful completion of those tasks. I have adapted the principles of goal setting theory to the development of grading rubrics that I share with students in my syllabus and in written and verbal instructions for assignments. In all of my courses, I provide students a set of "learning goals" for each section of the course from which I design essays on examinations. I frequently ask students to submit journal entries in which they connect course materials to their own lives, and I comment on how well students have applied course content to personal examples.

Topics in employee training (e.g., Goldstein, 1993)³ are particularly relevant to course development and assessment. I believe instructors should articulate their goals and student learning outcomes for the course, select appropriate teaching pedagogies to achieve those goals, and develop mechanisms for assessing achievement of those learning outcomes. Instructors should also consider appropriate methods of student performance appraisal and feedback (e.g., objective and subjective scoring, use of peer- and self-assessments after student training).

Society for the Teaching of Psychology. Since 1995, I have been actively involved in leadership in the Society for the Teaching of Psychology (STP), an organization that serves as Division 2 of the American Psychological Association (APA). STP is the largest national organization devoted to promoting the teaching of psychology and publishes the journal, *Teaching of Psychology*. I served as Membership Chair from 1995 to 1998 and liaison to APA's Board of Education Affairs from 1998 to 2000. In 2000, STP's Executive Committee appointed me to the position of STP's first Executive Director. For my contributions to STP and APA, I was awarded Fellow status in APA. Upon completing my term as Executive Director, I was awarded special recognition by STP President Bill Buskist for service "Above and Beyond" my appointment. In 2008, I was elected by STP's members to serve as their representative on APA's Council of Representatives.

SOTL related to my teaching of psychology: As indicated by presentations in my condensed curriculum vitae, I am a frequent presenter at conferences on teaching in higher education at international, national, regional, and discipline-specific venues. As a result of audience reaction to my conference presentations and the visibility of my service to the Society for the Teaching of Psychology, I have attained a national reputation for developing pedagogies for teaching introductory psychology, social psychology, cognitive psychology, industrial-organizational psychology, and the senior seminar in psychology. In the mid-1990s through mid-2000s, I accepted invitations by Wadsworth Publishing to initially develop and later to update instructional resources⁴ for two of their textbooks in cognitive psychology. I also accepted an invitation to author a book chapter describing the teaching pedagogies I have used in courses in industrial-organizational psychology that address common learning outcomes for psychology programs, and I co-authored a book chapter on strategies for teaching psychology students how to use electronic databases. In 2007, I was invited by a representative from the Australian Psychology Educators' Network to present a workshop on student learning outcomes assessment in psychology in conjunction with the International Society for the Scholarship of Teaching and

³ Goldstein, I. L. (1993). *Training and organizations: Needs assessment, development, and evaluation*. Pacific Grove, CA: Brooks/Cole.

⁴ These resources are available at <http://tinyurl.com/PusateriCognitionDemos>

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Learning (ISSOTL) meeting held in Sydney, Australia. I also represented the United States as one of four presenters from different nations in a refereed ISSOTL session on different national models for assessing student learning outcomes. Earlier that year, I was invited to present an assessment workshop at the National Institute for the Teaching of Psychology. In January 2008, I represented the Society for the Teaching of Psychology along with representatives from three other associations on the teaching of psychology at a refereed featured session at the meeting of the Association of American Colleges and Universities.

In 2009, I collaborated with Dr. Jane Halonen (University of West Florida) and Drs. Bill Hill and Maureen McCarthy (KSU) on the second version of the *Assessment Cyberguide for Learning Goals and Outcomes*⁵, a resource made available freely online by the American Psychological Association's Education Directorate. As principal compiler of the second version, I reorganized sections from the first version to improve its narrative flow, and I compiled new sections on (a) national and international conversations on assessment and accountability, (b) articles that illustrate assessment strategies, (c) rubrics, (d) assessment and the scholarship of teaching and learning, and (e) resources for program review of undergraduate programs in psychology departments. In a personal email dated April 18, 2011, Steve Howard, Assistant Director of the APA Web Site, indicated that "The guide has been a strong performer as pdfs go. It has been fairly consistent since January of 2010 with two of its best-performing months in February and March of 2011. Total traffic between Jan 1, 2010 and March 31, 2011 was 10,664."

Number of visits to the Assessment Cyberguide: 2010												2011		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
621	359	901	791	693	673	701	710	813	840	707	518	663	844	830

A Google search for "*Assessment Cyberguide*" indicates 1650 results, many of which are Web sites hosted by teaching centers and assessment offices in several institutions⁶ that recommend use of this resource. In April 2011, Michael Johnson, Vice President of the Southern Association of Colleges and Schools Commission on Colleges recommended the *Assessment Cyberguide* in a presentation at North Carolina Independent Colleges & Universities Assessment Conference⁷.

ADMINISTRATION OF HIGHER EDUCATION AND SOTL ACTIVITIES

Teaching a course in training and development in the 1990s made me keenly aware of the importance of assessment, not only in work settings but also in higher education. As a result, I became a member of Loras College's assessment committee and I served for two years as the college's Assessment Coordinator prior to assuming my previous position as Assessment Director at Florida Atlantic University and my current position as Associate Director for SOTL at KSU's Center for Excellence in Teaching and Learning. I served on faculty committees for Loras College's general education curriculum, FAU's Writing Across the Curriculum initiative,

⁵ <http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>

⁶ Here are a few examples: <http://ctaar.rutgers.edu/assessment/NotableIdeasandPractices.htm>; <http://uwf.edu/cutla/bestpractice.cfm>; <http://www.iuk.edu/~koctla/assessment/resources.shtml>; <http://www.academic.pitt.edu/assessment/resources.html>

⁷ A PDF of Dr. Johnson's handouts is available at <http://www.sacscoc.org/mjohnson.asp>

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and KSU's Assurance of Learning initiative, all of which developed statements of desired student learning outcomes and assessment methods (e.g., student portfolios, course-embedded assessments, scoring rubrics) to be used throughout each institution. I view my contributions to institution-wide assessment initiatives as integral to my professional growth in the scholarship of teaching and learning, which is consistent with the views expressed by nationally recognized leaders in the SOTL movement (e.g., Hutchings & Shulman, 1999; Shulman, 2000)⁸. I have also incorporated my teaching philosophy into faculty development workshops by emphasizing how faculty may use principles of expectancy theory, goal setting, and theories of human learning in their teaching and assessment of student learning. In the remaining sections of this narrative, I will discuss my contributions to strategic academic initiatives at Florida Atlantic University and at Kennesaw State University, and I will highlight how I leveraged my contributions into SoTL presentations and publications that were peer reviewed and widely disseminated.

Administration and Leadership at Florida Atlantic University. Prior to my current position at KSU, I served as Assessment Director at Florida Atlantic University (FAU) from 2003 through 2006, during which time I was awarded the 2005 President's Leadership Award by FAU President Frank Brogan, most notably for my leadership on the development of Academic Learning Compacts⁹ (ALCs) for each degree program at FAU. Associate Provost Sharron Ronco spoke of my leadership in her letter supporting my nomination for the award:

When I hired him as University Assessment Director in 2003, Tom faced the challenge of reinvigorating FAU's outcomes assessment system, which had been essentially dormant for almost a year. This was a daunting task, since few were in the mood to think about assessment after the exhaustion of getting through the SACS reaccreditation visit. But with characteristic energy, enthusiasm and creative thinking, Tom went about introducing himself to deans, department chairs and faculty, and finding ways to package assessment as not just palatable but "good for you."

But no sooner was outcomes assessment reporting back on track when Tom was forced to deal with the next curveball from the Florida Board of Governors: Academic Learning Compacts. Tom worked with state officials to shape policy that would minimize the adverse effects of this directive on our current assessment system while managing to keep departments from the systems in place through months of uncertainty over the new requirements. He worked creatively

⁸ Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change*, 31(5), 10-15.

Shulman, L. S. (2000). "From Minsk to Pinsk: Why a scholarship of teaching & learning?" *The journal of scholarship of teaching & learning* 1(1). Retrieved May 15, 2011 from https://wiki.cit.iupui.edu/~josotl/archive/vol_1/no_1/v1n1shulman.pdf

⁹ The Florida Board of Governors mandated that Academic Learning Compacts "constitute a clear identification, by academic program, of what students... will have learned in terms of content knowledge, and communication and critical thinking skills by the time they graduate." Visit FAU's Web site to view the Guidelines and the ALCs approved for all degree programs at FAU under my leadership: <http://www.fau.edu/iea/assessment/alc.php>.

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to position the academic departments to meet the “worst case” scenario while maintaining continuity with the current system. As a result, FAU has avoided the faculty backlash that hampered progress on some of the other [State University System] campuses. His well-planned and effectively delivered workshop on ALCs for the Board of Trustees cemented their partnership in the process.

I consulted research in human learning to develop a template¹⁰ for Academic Learning Compacts that established a common language for articulating learning outcomes across all of FAU’s degree programs. I conducted workshops for faculty in each degree program to assist them in articulating discipline-specific content knowledge in the form of declarative knowledge (facts, concepts, theories, historical milestones) and/or procedural knowledge (research skills, technical skills) students should demonstrate prior to graduation. Similarly, for critical thinking skills, I assisted faculty in articulating expectations that students demonstrate one or more of Robert Sternberg’s (2002)¹¹ three components of successful intelligence (analytical skills, creative skills, practical skills). Faculty also identified the senior capstone experiences or core required courses in which they assessed each outcome along with the student products (e.g., papers, presentations, examinations, supervisory reviews) that would be assessed for evidence of student achievement on each outcome.

The ALC template that I developed for FAU was adapted by at least two other institutions in the Florida State System, the University of Central Florida¹² and the University of West Florida, whose Academic Learning Compact Policies and Procedures¹³ acknowledges my contributions in an endnote: “The ALC Policies and Procedures developed by Thomas Pusateri when he served as Assessment Director at Florida Atlantic University provided a thoughtful overview on the critical issues related to ALC implementation.” I presented a refereed workshop¹⁴ on FAU’s work on Academic Learning Compacts at the December 2005 meeting of the Southern Association for Colleges and Schools’ Commission on Colleges. Attendees gave me consistently high ratings (average 4.5 on a 5-point scale) and made comments such as “fabulous,” “one of the best I’ve been to,” and very helpful.”

Associate Provost Dr. Michael Armstrong spoke to another one of my accomplishments in his nomination letter for the President’s Leadership Award:

I would like to particularly call to your attention his work in support of enhancing undergraduate education experience for students at Florida Atlantic University. On his own initiative, Dr. Pusateri undertook with help from Dr. Jennifer Bebergal to solicit on behalf of the university a Title III-A Planning Grant from the United States Department of Education to explore ways to improve the general education and the lower level experience at FAU. Thanks to his

¹⁰ <http://iea.fau.edu/ALC/ALCDescription.pdf>

¹¹ Sternberg, R. J. (2002). Raising the achievement of all students: Teaching for successful intelligence. *Educational psychology review*, 14(4), 383-393.

¹² <http://oeas.ucf.edu/alc/guidelines.htm>

¹³ http://uwf.edu/cutla/ALC/UWF_ALC_Policies_and_Procedures.doc

¹⁴ The handouts from this presentation are available at <http://iea.fau.edu/ALC/SACS2005.pdf>

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exemplary work, the grant was awarded and the university community is in the process of planning for a full development grant in this area.

Administration and Leadership at Kennesaw State University. As CETL Associate Director, my principal role is to provide leadership to key SOTL initiatives on campus, which include support for assessment of academic programs. My most notable SOTL accomplishments at KSU have been to submit successful peer-reviewed applications for two national awards honoring KSU's institution-wide academic initiatives: (1) the Council for Higher Education Accreditation's (CHEA) 2008 Award for Institutional Progress in Student Learning Outcomes for KSU's Assurance of Learning (AOL) initiatives and (2) NAFSA's 2011 Senator Paul Simon Awards for Comprehensive Internationalization. KSU was one of only three institutions (out of 31 applications) to receive the CHEA award in 2008 and among the first 12 institutions in the nation to receive the award since its inception in 2006. As I discuss in the CHEA application¹⁵, a key reason why KSU received this award is because of how KSU integrates its Assurance of Learning initiatives with other strategic initiatives on campus including KSU's Quality Enhancement Plan, "Global Learning for Engaged Citizenship," an initiative for which KSU was one of five institutions to receive NAFSA's Simon Award in 2011.

Leadership as Chair of KSU's Assurance of Learning Council. My contributions to KSU's Assurance of Learning initiatives began three months prior to my position at KSU when I served as a consultant to both KSU's Assurance of Learning (AOL) Council and its Quality Enhancement Plan Council in the Spring of 2006 as KSU made preparations for its SACS accreditation visit. My first task was to charge AOL Council members with developing strategies for sustaining the AOL initiative on campus after the SACS visit and reaffirmation of KSU's accreditation. Our work has been facilitated by KSU's decision to affirm its commitment to "[e]nhance the effectiveness of KSU's Assurance of Learning Program to improve student learning outcomes" as articulated in Goal 5 Action Step 1 of its 2007-2011 Strategic Plan. However, we also needed to convince faculty that Assurance of Learning was more than just a SACS requirement. Instead, they should view AOL as a process that can be (a) meaningfully related to each program's mission to educate students, (b) practical enough that faculty would not view the process as a burden on their time, and (c) useful for identifying strategies that would enhance the quality of each program over time.

As Chair of AOL Council, I initiated discussions among Council members and sought feedback from department chairs and program coordinators. I then used this input, coupled with my expertise in the scholarship of assessment, to recommend that AOL Council change its annual reporting and review process. As a result, AOL Council voted to streamline the format for AOL reports¹⁶ and to refocus its work. AOL Council members now spend less time formally reviewing AOL reports and more time in conversations with faculty to encourage strategies to make the AOL process more meaningful, practical, and useful. As Chair of AOL Council, I have trained other AOL Council members on consultation strategies, and I also serve as a consultant

¹⁵ Available at <http://www.kennesaw.edu/cetl/aol/KSU-2008-CHEA-Award-Application.pdf>

¹⁶ Visit <http://www.kennesaw.edu/cetl/aol/index.html> to view instructions for AOL reports and links to the reports and reviews submitted for each academic degree program.

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to AOL coordinators in KSU's academic degree programs. These consultations have improved faculty understanding and acceptance of the AOL process.

For my contributions to KSU's AOL initiatives and the CHEA Award, I was invited to serve as a panel member at a keynote session chaired by Dr. Peter Ewell at the 2009 CHEA conference. In addition, Dr. Trudy Banta, a nationally recognized leader in assessment, invited me to author a book chapter (Pusateri, 2009) describing KSU's AOL initiative.

Administrative contributions to KSU's Global Learning Coordinating Council. I serve on KSU's Global Learning Coordinating Council (GLCC) that oversees implementation of the institution's Quality Enhancement Plan (QEP), "Global Learning for Engaged Citizenship." I was a principal collaborator with colleagues on GLCC to develop rubrics for identifying Global Learning Contributors and Specialists¹⁷ among the faculty and staff in each unit of the University. I was also a principal collaborator in developing the processes by which KSU students apply for Global Engagement Certification¹⁸ and the evaluator form¹⁹ that GLCC members use to assess student applications. I co-presented KSU's Global Engagement Certification process at the 2009 meeting of the International Society for the Scholarship of Teaching & Learning.

As Chair of AOL Council, I am principally responsible for oversight of Goal 5 of the QEP, "Degree and student success programs will strengthen global learning opportunities, outcomes, and achievements." To support this goal, I collaborated with AOL Council to revise the instructions²⁰ for AOL reports submitted in January 2010 by all academic degree programs to encourage programs to assess and report on student learning outcomes related to global learning. To assess achievement of this goal, I reviewed all of the University's AOL reports and developed a summary report²¹ that indicated whether each report discussed (a) curricular changes that enhance global learning opportunities for students; (b) assessment accomplishments such as articulation of global learning outcomes, development of scoring rubrics or other measures of global learning, and reported results of assessments of global learning; and (c) planned assessments of global learning for future AOL reports. Based on the content, I categorized each report as including a high, moderate, low, or no level of activity in assessing global learning. I then shared this summary report at the GLCC and with department chairs and program coordinators for further discussion and planning purposes.

I was the principal author of a successful application²² for the 2011 Senator Paul Simon Award for Comprehensive Internationalization. The application included discussion of KSU's work on identifying Global Learning Specialists and Contributors, the Global Engagement Certification, and the tracking of student learning outcomes in KSU's degree programs among other initiatives to internationalize our campus.

¹⁷ Both rubrics are available at <http://www.kennesaw.edu/glcc/templates.html>

¹⁸ <http://www.kennesaw.edu/globalengagement/>

¹⁹ <http://www.kennesaw.edu/globalengagement/form.shtml>

²⁰ <http://www.kennesaw.edu/cetl/aol/2009AOL-Report-Format.pdf>

²¹ <http://www.kennesaw.edu/cetl/aol/2010GlobalLearningAndAOLReports.pdf>

²² <http://www.kennesaw.edu/cetl/aol/2011SimonAwardEssay.pdf>

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Leadership for KSU's SOTL Team Funding Awards. I coordinate CETL's Scholarship of Teaching and Learning Team Funding Awards, which provide financial and consultative support to faculty pursuing SOTL research. Each year, I review applications, make recommendations to the CETL Executive Director for awarding funds to deserving projects, contact award recipients, convene a series of meetings of recipients to discuss their projects, and provide consultation to facilitate recipients in completing their projects and developing them into presentations and publications. For the past 5 years, I have provided consultations to 27 SOTL research projects awarded funding through this program. These 27 projects involved a total of 68 faculty members who collectively represent all of KSU's colleges. Team leaders from each project delivered either a poster or oral presentation at the Georgia Conference for College and University Teaching. Many of these projects have culminated in additional presentations at regional, national, and international conferences and in publications in such journals as the *International Journal for the Scholarship of Teaching and Learning*, the *Journal of Chemical Education*, and the *International Journal of Educational Management in Theory and Practice*.

SOTL Web sites. I regularly update two Web sites, one listing upcoming teaching conferences²³ along with links to organizations which sponsor each conference and another listing journals²⁴ that publish SOTL research. These Web sites are popular among faculty interested in SOTL: The conference site is the first option that appears after a Google search for *teaching conferences*, and the journal site is the third option after a Google search for *teaching journals*. From January 1, 2009 through April 20, 2011, the conference page received 28,060 views from 15,602 unique visitors and the journals page received 14,297 views from 8,032 unique visitors.

Workshops for the University System of Georgia. I accepted invitations by administrators in the University System of Georgia's (USG) central office to deliver several workshops: (1) to faculty preparing to teach in the USG's online MED/MAT programs (on authentic assessment), (2) to colleagues in the newly-created CETL Consortium (on how CETLs can provide assessment support for academic programs), (3) to faculty participating in a Georgia OnMyLine Webinar (on assessment), and (4) to university administrators at Georgia's 2-Year Colleges (on comprehensive program review). I was also invited by the USG to attend the March 2008 meeting of the National Center for Academic Transformation as one of several representatives to consider strategies for improving the quality and delivery of general education in Georgia.

CONCLUDING COMMENTS

I believe I have developed a reputation on each campus in which I have held appointments as a valued administrator and consultant for departments, colleges, and institution-wide initiatives. I also have a national and international reputation as a leader in the promotion of the teaching of psychology, and I am being sought by administrators in the University System of Georgia and elsewhere for my expertise in student learning outcomes assessment and comprehensive program review. My extensive record of SOTL productivity has been a natural outgrowth of my teaching of psychology and my administration, leadership, and service.

²³ http://www.kennesaw.edu/cetl/resources/na_conf_list.html

²⁴ <http://www.kennesaw.edu/cetl/resources/journals.html>

Condensed Curriculum Vitae: SOTL Awards, Publications and Presentations

Thomas P. Pusateri, Ph.D. awarded 1984 from The Ohio State University

PROFESSIONAL HISTORY

- 07/06-present Center for Excellence in Teaching and Learning's Associate Director for SOTL & Professor of Psychology, Kennesaw State University, Kennesaw, GA
06/03-06/06 Assessment Director, Florida Atlantic University, Boca Raton, FL
09/84-05/03 Professor of Psychology & Assessment Coordinator, Loras College, Dubuque, IA

AWARDS FOR SOTL-RELATED ACTIVITIES

- 2011 Principal author of a successful application on behalf of Kennesaw State University for NAFSA's Senator Paul Simon Award for Campus Internationalization
2008 Author and recipient, on behalf of Kennesaw State University, of the Council on Higher Education Accreditation's Award for Institutional Progress in Student Learning Outcomes
2007 "Above and Beyond": Special recognition for "sustained and significant contributions to the Society for the Teaching of Psychology as its first Executive Director"
2005 Recipient of Florida Atlantic University's President's Leadership Award

SOTL PUBLICATIONS

- Pusateri, T. P. (in press). The ethics of effective teaching. In R. E. Landrum & M. McCarthy (Eds.). *Teaching ethically: Challenges and opportunities*. Washington, DC: American Psychological Association [APA].
- Landrum, R. E., Beins, B., Brakke, K., Bhalla, M., Briehl, D. S., Curl-Langager, R. M., Pusateri, T. P., & Van Kirk, J. J. (2010). Desired outcomes of an undergraduate education in psychology for students, society, and departments. In D. Halpern (Ed.) *Undergraduate education in psychology: Blueprint for the discipline's future*. Washington, DC: APA.
- Pusateri, T., Halonen, J., Hill, B., & McCarthy, M. (2009). *The assessment cyberguide for learning goals and outcomes* (2nd ed.). Washington, DC: American Psychological Association, Retrieved from <http://www.apa.org/ed/guidehomepage.html>
- Pusateri, T. P. (2009). Assurance of learning initiative for academic degree programs. In T. W. Banta, E. A. Jones, & K. E. Black (Eds.). *Designing effective assessment: Principles and profiles of good practice* (pp. 50-54). San Francisco, CA: Jossey-Bass.
- McCarthy, M., & Pusateri, T. P. (2006). Teaching students to use electronic databases. In W. Buskist & S. Davis (Eds.). *Handbook of the teaching of psychology* (pp. 107-111). Oxford, England: Blackwell Publishing.
- Pusateri, T. P., Poe, R. E., Addison, W., & Goedel, G. D. (2004). Designing and implementing psychology program reviews. In D. S. Dunn, C. M. Mehrotra, & J. S. Halonen (Eds.). *Measuring up: Assessment challenges and practices for psychology* (pp. 65-89). Washington, DC: American Psychological Association.
- Pusateri, T. P. (2003). *Instructors' CD for Reed's "Cognition: Theory and applications" (6th ed.)*. Pacific Grove, CA: Wadsworth. (Also produced print versions of the instructors' manual in 2000 for the 5th edition and in 1996 for the 4th edition).
- Pusateri, T. P. (2002). Designing a course in industrial/organizational psychology to achieve eight desirable student outcomes. In S. Davis & W. Buskist (Eds.). *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer*. (pp. 445-458). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pusateri, T. P. (2002, Winter). A decade of changes since the St. Mary's Conference: An interview with Thomas V. McGovern. *Teaching of Psychology*, 29, 75-81.

**SOTL PRESENTATIONS: VENUES, YEARS, TITLES (AND CO-PRESENTERS)
(I=Invited presentation, K=Keynote presentation, C=Chair of session)**

American Council on Education, Center for International Initiatives: Webinar

2010. Global learning for engaged citizenship at Kennesaw State. (with V. Whittlesey)

American Psychological Association Annual Convention: Various venues in US & Canada

2011. The ethics of effective teaching.

2010. Assessment CyberGuide – Version 2.

2009. How can I demonstrate I'm an effective teacher?

2007. Designing and implementing program reviews.

2004. **C** The use of electronic media in teaching psychology. (co-chaired with S. A. Truhon)

1997. Linking through majors: Human resource management and criminal justice.

1996. "I didn't know you could do that with an overhead projector!"

Associated Colleges of the Midwest Meeting: Northfield, MN

2003. **K** Resources for assessing information technology skills in psychology.

Association for Institutional Research: San Diego, CA

2005. Getting students beyond Google: Promoting information literacy. (with A. Roberts)

Association of American Colleges and Universities: Washington, DC

2008. Defining scholarship in science and mathematics: Challenges and opportunities.

(with M. Cooper, T. Hodapp, and M. Pearson)

Australian Psychology Educators' Network: Sydney, New South Wales

2007. **I** Why and how should we assess learning in psychology?

Council for Higher Education Accreditation: Washington, DC

2009. **K** Student learning outcomes: What progress have we made?

(with P. Ewell, J. Dill, and L. Ominus)

Georgia Conference on College and University Teaching: Kennesaw, GA

2006. **K** Assessment as scholarship: Improving programs, institutions, and disciplines.

International Society for the Scholarship of Teaching & Learning: US, Canada, Australia

2009. Global engagement certification program at Kennesaw State University. (with D. Dumas)

2009. Psychological literacy and the scientist-educator: Where to from here?

(with J. Cranney, C. Shore, and D. Bernstein)

2009. Cognitive affective learning and the scholarship of teaching and learning.

(with P. Owen-Smith, M. Moore, and A. Haddad)

2007. Resources for assessing student learning in psychology programs in the United States.

Iowa Teachers of Psychology Annual Meeting: Pella, Cedar Rapids, and Davenport, IA

2009. Demonstrating bottom-up and top-down pattern recognition using PowerPoint.

2001. A classroom demonstration of random assignment guaranteed to work (95% of the time).

2000. **K** Assessing classes, courses, and curricula.

Midwest Institute for Teachers and Students of Psychology: Glen Ellyn, IL

2001. Teaching industrial/organizational psychology.

2001. Using your brain: Critical thinking in action.

2000. Assessment of the major.

MidAmerica Conference for Teachers of Psychology: Evanston, IN

- 2002. Assessing classes, courses, and curricula.
- 1998. Using psychological expertise in college assessment and departmental program review.
- 1993. Varieties of laboratory experiences: Doing new things in new places. (with B. Grah)
- 1992. Demonstrations in cognition. [1996. Demonstrations in cognition: II.]
- 1992. Human resource management majors: Integrating business and psychology.
- 1989. The agony and the ecstasy of directing a senior seminar in psychology.

Midwestern Psychological Association: Chicago, IL

- 1999. Assessing teaching scholarship.
- 1997. C Outcomes assessment at 2-year, 4-year, and graduate programs in psychology.
- 1995. Integrating theory, research, and practice in the senior seminar.

National Institute on the Teaching of Psychology: St. Pete's Beach, FL

- 2007. I Resources and strategies for general education assessment and report development.

North Carolina State University Undergraduate Assessment Symposium: Cary, NC

- 2006. Public accountability for student learning in the State University System of Florida: Two case studies. (with J. Hurd)

SOTL Commons Annual Conference: Statesboro, GA

- 2009. Appraising teaching effectiveness

Southeastern Conference on the Teaching of Psychology: Atlanta, GA

- 2011. Using assessment mandates to improve teaching. (with R. Smith)
- 2010. The Puget Sound Conference on Undergraduate Education in Psychology: Perspectives on teaching psychology in the 21st century. (with B. Beins, R. Smith, and K. Brakke)
- 2009. Desired outcomes of an undergraduate education in psychology from departmental, student, and societal perspectives. (with K. Brakke and D. S. Briehl)
- 2008. Assessing student learning outcomes: Demystifying the process. (with J. Wilson)
- 1998. K The road less traveled: Choosing a career in the teaching of psychology.
- 1995. Teaching social psychology.

Southwest Regional Conference for Teachers of Psychology: Fort Worth, TX

- 1998. K The road less traveled: Choosing a career in the teaching of psychology.

South Carolina Psychological Association Annual Meeting: Myrtle Beach, SC

- 2011. I The ethics of effective teaching.

Southern Association of Colleges & Schools Commission on Colleges: Nashville, TN

- 2005. Strategies for aligning assessment for program improvement with accountability for individual student learning.

University System of Georgia Workshops and Webinars: Various venues

- 2009. Strategies for aligning institutional assessment with student learning. (Faculty Development Workshop on Institutional Effectiveness and Student Learning Assessment)
- 2008. Authentic assessment workshop. (Georgia OnMyLine MED/MAT Symposium)
- 2007. Resources and strategies for understanding and implementing student learning outcomes assessment. (Statewide Meeting of Centers for Teaching and Learning)
- 2007. Resources and strategies for assisting faculty in understanding and conducting student learning outcomes assessment. (Webinar for Georgia OnMyLine)

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble:

I am delighted to have been asked by Dr. Thomas Pusateri for a letter of support for the Regents' Scholarship of Teaching and Learning Award. I am happy to comply with his request as I deem him a most deserving candidate.

First, let me express my admiration for a state system that has clearly given some thought to strategies for inspiring faculty to do their best work. I wish the state of Florida were as farsighted.

I believe Dr. Pusateri is a splendid candidate for this statewide recognition. I have known him for more years than either of us care to count. Our paths have often crossed because of our shared love of teaching in the discipline of psychology. Happily, our discipline has routinely made regional and national opportunities for good psychology teachers to gather to support faculty development. Dr. Pusateri established himself early on as someone who was an inventive and engaging teacher of social and industrial psychology.

However, his scholarship really developed traction when his professional interests shifted to examining methods and techniques for teaching in psychology. He was an "early adopter" of incorporating assessment strategies as a routine part of good course design. When he began to recognize that faculty enthusiasm could not be assumed about the assessment enterprise, he recognized the full import of shifting his scholarly

agenda to address important assessment concerns. Over the course of the last decade or so, his writings have been much more dedicated to untangling all manner of questions about accountability and assessment. His expertise is widely sought in pedagogical texts designed to address quality concerns in teaching and program development. In addition, his appearances in various conference venues reliably produce big crowds because his professional reputation assures audience members that they will be able to emerge from the experience with practical ideas that they can implement immediately. He has clearly found a niche in the arena of SOTL and his accomplishments warrant the recognition that the Regents Award would provide.

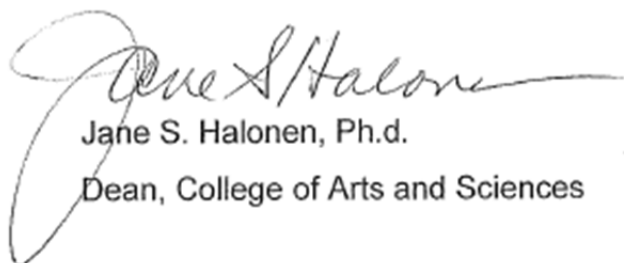
The most recent project that Dr. Pusateri and I shared represents a great sample of the importance of his work but also the process by which he works. The American Psychological Association had conducted a Task Force a few years ago to establish undergraduate guidelines for learning goals and outcomes. I had the honor of serving as the chair of the original task force. As an enhancement of their charge, the original group decided to move ahead to make suggestions about solving assessment problems related to implementation of the recommendations. We developed one of the first SOTL e-books called "The Assessment Cyberguide." The earliest version of the book was influential but the political process surrounding the implementation of the work took long enough that the Cyberguide badly needed some updating by the time the Association approved the guidelines. Dr. Pusateri enthusiastically joined the revision group and quickly demonstrated that his grasp of assessment and accountability measures would add immeasurably to the revised edition. In fact, he shouldered so much of the work in this project that he went from being the "junior" member of the team to first author with the gratitude of all those on the committee who were able to learn from his expertise.

Dr. Pusateri truly represents the kind of 21st century faculty member who understands and promotes the idea that our responsibility in the classroom is fostering effective and engaged learning practices. The quality of his scholarship is first rate. He conducts thorough literature review and analysis and writes in an accessible and inviting fashion.

His enthusiasm for this special kind of scholarship is contagious. I think the body of his work places him among a handful of SOTL "stars" in the discipline of psychology.

Obviously, I can recommend him to you as a worthy award winner. I know winning this recognition would mean a great deal to him and the Center for Excellence in Teaching and Learning at Kennesaw.

Cordially,

A handwritten signature in cursive script that reads "Jane S. Halonen". The signature is fluid and extends to the right with a long horizontal stroke.

Jane S. Halonen, Ph.d.
Dean, College of Arts and Sciences



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

May 16, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble:

It is with greatest pleasure that I write on behalf Dr. Thomas P. Pusateri as a nominee for the 2012 Regents' Scholarship of Teaching and Learning (SOTL) Award. I have known Tom for several decades—as a graduate student, a colleague, and a scholar in undergraduate education in psychology—and during this timeframe I have had the honor to learn firsthand about his scholarly contributions to the teaching of psychology. As evidenced in his supporting documentation, Tom has made outstanding contributions in the areas of program evaluation and assessment, learning outcomes assessment, and ethics in teaching. Several nationally recognized scholars in the teaching of psychology have commented on the quality of Tom's work and the impact of his work on SOTL.

Perhaps one of Tom's most significant contributions is the leadership role he assumed in updating the 2nd Edition of the American Psychological Association's *Assessment CyberGuide for Learning Goals and Outcomes* (2009). This resource is essentially an E-book that can be accessed on the APA website (<http://www.apa.org/ed/governance/bea/assess.aspx>) and is designed to assist the novice, as well as the expert, develop assessment plans to meet their programs needs at multiple levels. The *Assessment Cyberguide* accompanies the APA policy document *Guidelines for the Undergraduate Psychology Major*. The *Cyberguide* includes references to international and national work on learning outcomes assessment. I had the good fortune to learn about the importance of the *CyberGuide* while delivering the Keynote Address at the November 2010 Annual Meeting of the Association of Heads of Psychology Departments (AHPD). The *Cyberguide* received much applause and recognition for its comprehensiveness and usability. Tom is most deserving of the credit for producing a resource tool that will meet the needs of undergraduate psychology programs nationally.

I also had the good fortune to spend a week with Tom and 79 other participants who were invited to the 2008 APA National Conference on Undergraduate Education in Psychology that was held at the University of Puget Sound. There were more than 200 applicants for this historic conference, and Tom was selected because of his commitment to undergraduate education and the significance of his work in learning outcomes assessment. One of the most important

Dr. Linda Noble
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outcomes of this conference was the APA book edited by Dr. Diane Halpern titled *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (2010). Tom is one of the co-authors of Chapter 9, "Desired Outcomes of an Undergraduate Education in Psychology: From Departmental, Student, and Societal Perspectives."

Tom is not only highly regarded among teachers of psychology, but he is also recognized as a leader in the higher education community. He has been invited to represent the discipline of psychology at a plenary session held at an Annual Meeting of the Association of American Colleges and Universities. He also has been invited to give presentations on this topic at other national meetings. Because of this recognition, Tom has been a consultant in the area of learning outcomes assessment and has received numerous awards for his accomplishments, including Florida Atlantic University's President's Leadership Award (2005).

Tom and I were graduate students at the same time at The Ohio State University, and it was during those years that I first learned about his passion for teaching and learning. Since this time I have encountered Tom at regional and national meetings where he never ceases to amaze me about his desire for excellence and his unwavering support for SOTL.

I am delighted to write this letter for a colleague who has made great strides in the areas of teaching, learning, and assessment.

Sincerely,



Robin Hailstorks, PhD
Associate Executive Director, Education Directorate
and Director, Precollege and Undergraduate Programs