

CURRICULUM VITA

ALEXANDRA A. BELL, PhD

Associate Professor
Department of Educational Leadership
University of Connecticut
Storrs, CT 06269-2093
sandy.bell@uconn.edu
860-486-0251

EDUCATION

- 1994 UNIVERSITY OF CONNECTICUT, School of Education, Storrs, CT.
Ph.D. Adult and Vocational Education
- 1978 COLGATE UNIVERSITY, Hamilton, NY.
B.A. Science major, Education minor
- 1981 BOSTON UNIVERSITY, Sargent College of Allied Health Professions, Boston, MA.
M.S. Physical Therapy

ACADEMIC POSITIONS and EMPLOYMENT

- 2006-present **ASSOCIATE PROFESSOR and Section Head**
Adult Learning Program
Department of Educational Leadership,
University of Connecticut, Storrs, CT.
- 2000-2006 **ASSISTANT PROFESSOR**
Department of Educational Leadership,
University of Connecticut, Storrs, CT.
- 1999-2000 **SPECIAL LECTURER**
Adult Learning Program, Department of Educational Leadership,
University of Connecticut, Storrs, CT.
- 1996-1999 **ASSISTANT PROFESSOR**
Department of Physical Therapy, Springfield College, Springfield, MA.
- 1995-1996 **ASSISTANT PROFESSOR**
Dept. of Physical Therapy Education, University of Kansas, Kansas City, KS.
- 1995 **ADJUNCT FACULTY**
Department of Educational Leadership, University of Connecticut, Storrs, CT.
- ADJUNCT FACULTY**
Department of Physical Therapy, Springfield College, Springfield, MA.
- 1991-1993 **GRADUATE TEACHING ASSISTANT**
Department of Educational Leadership, University of Connecticut, Storrs, CT.

- 1994-present **SOLE PROPRIETOR**
ABell Associates, Williamsburg, MA.
- 1991-1993 **GRADUATE TEACHING ASSISTANT**
Department of Educational Leadership, University of Connecticut, Storrs, CT.
- 1990-1994 **DIRECTOR, EDUCATION & TRAINING DIVISION**
The Return to Work Center, Holyoke, MA.
- 1986-1990 **STAFF PHYSICAL THERAPIST**
The Return to Work Center, Holyoke, MA.
- 1983-1986 **SUPERVISOR, PHYSICAL THERAPY DEPARTMENT**
University Health Services, University of Massachusetts, Amherst, MA.
- 1982-1983 **SUPERVISOR, REHABILITATION DEPARTMENT**
Springfield Visiting Nurse Association, Springfield, MA.
- 1981-1982 **STAFF PHYSICAL THERAPIST**
Good Samaritan Hospital Pain Clinic, Portland, OR.

GRANT AWARDS

Hooker, B. (Principle Investigator). **Bell, A. A.** (Senior Personnel). *Nutrient management on organic vegetable farms: A research and education program for sustainable soil fertility management in Southern New England.* (Pending. \$148,375, 4-year project sponsored by USDA—Northeast Sustainable Agriculture Research and Education.

Hanes, F. (Principle Investigator). Donnelly, J., Massa, N., Washburn, B., & Kehrhahn, M. (Co-Principle Investigators). **Bell, A. A.** (Senior Personnel). *PHOTON 2: Web-based Collaborative Learning for Teachers--An Adaptation and Implementation Project in Photonics Engineering Technology.* 9/2003-9/2006. \$66,394, 3-year project sponsored by the National Science Foundation.

Bell, A. A. (Principal Investigator). *Effective Farmer Education* research project for *Growing New Farmers: A Northeast Service Providers Consortium.* 1/2002-1/2004. \$44,366, 2-year project sponsored by the United States Department of Agriculture.

Bell, A. A., & Kehrhahn, M. (Principal Investigators). *Assessment and Facilitation of Student Critical Thinking in Asynchronous Online Discussions.* 9/2001 to 12/2002. \$23,583, 1-year project sponsored by the State of Connecticut Teaching and Learning ENhanced by Technology (CT TALENT) Program.

Morris, T., Sheckley, B. G., & **Bell, A. A.** (Principal Investigators). *Farmers Research Network.* 9/2000 to 9/2001. \$72,100, 1-year project sponsored by the United States Department of Agriculture and the Natural Resources Conservation Service.

Morris, T., Sheckley, B. G., & **Bell, A. A.** (Principal Investigators). *Farmer-Run Research Organization for Southern New England.* 9/2000 to 9/2003. \$167,660, 3-year project sponsored by the United States Department of Agriculture.

JOURNAL PUBLICATIONS (Full Paper, Refereed)

- Eckert, E. & **Bell, A. A.** (2006). Continuity and Change: Themes of mental model development among small-scale farmers. *Journal of Extension*, 44(1), article 1FEA2. Available at <http://www.joe.org/joe/2006february/ent.shtml>
- Eckert, E. & **Bell, A. A.** (2005). Invisible force: Farmers' mental models and how they influence learning and actions. *Journal of Extension*, 43(3), article 3FEA2. Available at <http://www.joe.org/joe/2005june/ent.shtml>
- Eckert, E., & **Bell, A. A.** (2004.) Authentic accountability in literacy education. *Adult Basic Education*, 14(3), 174-188.
- Enos, M., Kehrhahn, M., & **Bell, A. A.** (2003.) Informal learning and the transfer of learning: How managers develop proficiency. *Human Resources Development Quarterly*, 14(4), 369-387.
- Travers, N., Sheckley, B., & **Bell, A. A.** (2003). Enhancing self-regulated learning: A comparison of instructional techniques. *Journal of Continuing Higher Education*, 51(3), 2-17.
- Figoni, S. F., McClain, L., **Bell, A. A.**, Degnan, J. M., Norbury, N. E., Rettele, R. R. (1998). Wheelchair accessibility of physical fitness facilities in the Kansas City Metropolitan Area. *Topics in Spinal Cord Injury Rehabilitation*, 3(3), 66-78.

BOOK CHAPTERS

- Bennett, E., & **Bell, A.** (in press). Chapter 31: The Knowledge Society. A. Rose, C. Kasworm., & J. Ross-Gordon (Eds.), *2010 Handbook of Adult Education*. Thousand Oaks, CA: Sage.
- Sheckley, B. G., & **Bell, S.** (2006). Experience, consciousness, and learning: Implications for instruction. In S. Johnson & K. Taylor (Eds.), *The Neuroscience of Adult Learning, New Directions for Adult and Continuing Education*, 110 (43-52). San Francisco: Jossey-Bass.
- Bell, A. A.** (2005). Understanding research. In C. Ryan & K. Sladyk (Eds.), *Ryan's Occupational Therapy Assistant* (4th ed., pp. 485-496). Thorofare, NJ: Slack.
- Bell, A. A.** (2002). Transition models. In K. Sladyk (Ed.), *The successful occupational therapy fieldwork student* (pp. 143-152). Thorofare, NJ: Slack.
- Bell, A. A.** (2001). Facilitating development of student explicit and tacit knowledge. In K. Sladyk (Ed.), *Clinician to educator: The knowing of experts* (7-9). Thorofare, NJ: Slack.

CONFERENCE PROCEEDINGS (Full Paper)

- Bell, S.** (2007, June). *Discovery and Change: Themes of mental model development among successful new farmers*. Proceedings of the 2007 American Education Research Conference. Mount Saint Vincent University, Halifax, Nova Scotia, Canada.
- Orgnero, M. C., & **Bell, S.** (2007, February). *Students' Interpretation and Application of Feedback in Writing Composition*. Proceedings of the Eighth Pennsylvania Adult and Continuing Education Research Conference (pp. 93-99). (J. A. Ritchey, Ed.). Penn State Harrisburg, Middletown, PA.

Sheckley, B. G. & **Bell, A. A.** (2005). Increasing call agent's proficiency: A successful corporate-university partnership. In S. Carliner & B. Sugrue (Eds.), *American Society for Training & Development 2005 Research-to-Practice Conference Proceedings* (pp. 173-180). Alexandria, VA: American Society for Training & Development Press.

Bell, A. A., & Eckert, E. (2005, October). *Effective new farmer education evaluation*. Proceedings of the 4th National Small Farm Conference. Washington, DC: USDA—CREES.

Eckert, E., & **Bell, A. A.** (2005, October). *Adding value to outreach activities*. Proceedings of the 4th National Small Farm Conference. Washington, DC: USDA—CREES.

Massa, N.M., Vallieres, K. M., Kehrhahn, M., & **Bell, A. A.** (2005, June). *Learner interaction and self-regulation in web-based professional development*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference. Portland, OR.

Bell, A. A., Kehrhahn, M., James, A., & Vincenti, M. (2002). Assessment and facilitation of student critical thinking in online discussions. *Proceedings of the Syllabus Fall 2002 Conference*. Los Altos, CA: Syllabus.

CONFERENCE PROCEEDINGS (Short Paper)

Neal, S., & **Bell, A.** (2009, May). "What I do matters too": Transformation and Success of First-Generation Adult Women in Undergraduate Education. *Proceedings of the 50th Annual American Education Research Conference*, National Louis University, Chicago, IL.

Dudzinska-Przesmitzki, D., & **Bell, S.** (2009, June). "Wow, it's nothing like I thought!": The importance of experience in doctoral students' success during the early phases of the dissertation process. *Proceedings of the 50th Annual American Education Research Conference*, National Louis University, Chicago, IL.

Sheckley, B., Kehrhahn, M., **Bell, S.**, & Grenier, R. (2008, June). Trio: An emerging model of adult professional development. *Proceedings of the 49th Annual Adult Education Research Conference*. University of Missouri—St. Louis.

Orgnero, M. C., & **Bell, S.** (2008, June). Using a student-centered approach to feedback that fosters active learning and knowledge construction. *Proceedings of the 49th Annual Adult Education Research Conference*. University of Missouri—St. Louis.

ADDITIONAL PUBLICATIONS and RESEARCH REPORTS

Sheckley, B., Lemons, R., Kehrhahn, M., **Bell, A.**, & Grenier, R. (in press). Monograph: *Enhancing the Development of Educational Leaders: An Approach Based on Principles of How Adults Learn Best*. Hartford, CT: Connecticut State Department of Education.

Anderson, B., Comstock, E., Foster, E., **Bell, A.**, & Briody, J. (2005). An assessment of undergraduate student involvement in student organizations and University programs. *Interchange: ACPA Commission for Student Involvement Newsletter*, 34(1), 10-12.

Bell A. A. & Eckert E. (2005). *Effective Farmer Education Research Project Executive Summary and Final Report* (Report for the Growing Northeast New Farmers Project). Storrs CT: University of Connecticut Department of Educational Leadership.

Bell, A. A., Kehrhahn, M., Sheckley, B. G. (2000). New practices for workplace learning. *CAEL Forum and News*, 23(2), 20-23.

Kehrhahn, M. T., & **Bell, A. A.** (Eds.). (2000). Learning, performance, & change: Adult learning in health care settings. *Proceedings of the Annual Conference of the Association for Professionals in Infection Control and Epidemiology, Inc. of New England*. Boston, MA: APIC-New England.

AWARDS

American Society for Training and Development 2004 Excellence in Research-to-Practice Award recipient for:

Sheckley, B. G. & **Bell, A. A.** (2005). Increasing call agent's proficiency: A successful corporate-university partnership. In S. Carliner & B. Sugrue (Eds.), *American Society for Training & Development 2005 Research-to-Practice Conference Proceedings* (pp. 173-180). Alexandria, VA: American Society for Training & Development Press.

Association for Continuing Higher Education's 2004 Marlowe Froke Outstanding Publication Award recipient for:

Travers, N., Sheckley, B., & **Bell, A. A.** (2003). Enhancing self-regulated learning: A comparison of instructional techniques. *Journal of Continuing Higher Education*, 51(3), 2-17.

REVIEWS OF PUBLICATIONS

Marsick, V. J. (2003). Invited reaction--Informal learning and the transfer of learning: How managers develop proficiency. [Review of the article by Enos, Kehrhahn, & Bell]. *Human Resources Development Quarterly*, 14(4), 389-395.

NATIONAL JOURNAL PEER REVIEW COMMITTEES

American Society for Training and Development (ASTD), 2004 Research Award Review Committee. 11/2004 to 2/2005.

Human Resources Development Quarterly, Jossey-Bass Publishers. 2001 to present.

International Journal of Teaching and Learning in Higher Education, Virginia Tech. 2007-present.

Journal of Advanced Academics, University of Connecticut. 2007 to present.

Teachers College Record, Columbia University. 2002 to 2003.

PROFESSIONAL PRESENTATIONS

Neal, S., & **Bell, A.** (2009, May). "What I do matters too": Transformation and Success of First-Generation Adult Women in Undergraduate Education. Roundtable presented at the 50th Annual American Education Research Conference, National Louis University, Chicago, IL.

Dudzinska-Przesmitzki, D., & **Bell, S.** (2009, June). "Wow, it's nothing like I thought!": The importance of experience in doctoral students' success during the early phases of the dissertation process. Roundtable presented at the 50th Annual American Education Research Conference, National Louis University, Chicago, IL.

- Neal, S., & **Bell, A.** (2008, November). *What I Do Matters, Too: Transformation and Success of First-Generation Adult Women in Undergraduate Education*. Session presented at the 2008 American Association of Adult and Continuing Education, Denver, CO.
- Sheckley, B., Kehrhahn, M., **Bell, S.**, & Grenier, R. (2008, June). *Trio: An emerging model of adult professional development*. Roundtable presented at the 49th Annual Adult Education Research Conference. University of Missouri—St. Louis.
- Orgnero, M. C., & **Bell, S.** (2008, June). *Using a student-centered approach to feedback that fosters active learning and knowledge construction*. Roundtable presented at the 49th Annual Adult Education Research Conference. University of Missouri—St. Louis.
- Bell, A. A.** (2008, February). *What farmers learn and methods to facilitate learning for farmers in classroom settings*. Invited day-long training for Cooperative Extension Educators sponsored by the New Hampshire Sustainable Agricultural Research and Education Professional Development Program, Concord, NH
- Bell, A. A.** (2007, October). *Using effective learning strategies to facilitate change: Capturing and assessing tacit knowledge*. Invited workshop at regional Connecticut Training and Development Network: Trainers In-Service Conference, New Britain, CT.
- Bell, A. A.** (2007, September). *Strategies to assess adult student learning*. Invited workshop for Adult Educators In-Service, Vinal Technical High School. Middletown, CT.
- Bell, A. A.** (2007, September). *Facilitating and assessing online learning*. Keynote speaker for Adjunct Faculty Orientation Day, Nichols College. Dudley, MA.
- Bell, S.** (2007, February). *Discovery and change: Themes of mental model development among successful farmers*. Poster presented at the Eighth Pennsylvania Adult and Continuing Education Research Conference. Penn State Harrisburg. Middletown, PA.
- Bell, S.**, Grenier, R., & Sheckley, B. (2006, November). *I don't know how I know, I just do: Cultivating and assessing intuitive knowledge*. Pre-Conference Workshop at the Council for Adult and Experiential Learning (CAEL) 2006 International Conference. Boston, MA.
- Bell, S.**, & Kehrhahn, M. (2006, November). *Enhancing Adult Learning: A walk-about immersion in nine research studies*. Workshop at the Council for Adult and Experiential Learning (CAEL) 2006 International Conference. Boston, MA.
- Bell, A. A.** (2006, August). *Agricultural professionals as listeners, learners, and teachers*. Invited speaker, Reading the Farm Conference. Vernon, CT.
- Bell, A. A.**, Grenier, R., Sheckley, B. G., Vallieres, K. M., & Orgnero, C. (2006, April). *Feedback (Part 1): New perspectives for workplace learning*. Invited Workshop at the Connecticut Chapter ASTD: On-The-Job Training Conference: Your Cost- and Time-Effective Solution to Developing More Capable Employees. New Britain, CT.
- Bell, A. A.**, Grenier, R., Sheckley, B. G., Vallieres, K. M., & Orgnero, C. (2006, April). *Feedback (Part 2): Principles of practice for workplace learning*. Invited Workshop at the Connecticut Chapter ASTD: On-The-Job Training Conference: Your Cost- and Time-Effective Solution to Developing More Capable Employees. New Britain, CT.

- Vallieres, K. M., Orgnero, C., & **Bell, A. A.** (2005, November). *Preparing successful and autonomous adult learners in online environments: Developing self-regulation through feedback*. Workshop at the Council for Adult and Experiential Learning (CAEL) 2005 International Conference. Chicago, IL.
- Massa, N., Donnelly, H., Hanes, F., **Bell, A. A.**, & Vallieres, K. M. (2006, October). *The PHOTON2 Web-based professional development model: A year in review*. Paper presented at the Conference on Education and Training in Optics and Photonics (ETOP). Marseille, France.
- Eckert, E., & **Bell, A. A.** (2005, October). *Adding value to outreach activities*. Workshop at the 4th National Small Farm Conference-Enhancing Opportunities for Small Farmers & Ranchers. Greensboro, NC.
- Bell, A. A.**, & Eckert, E. (2005, October). *Effective new farmer education evaluation*. Workshop at the 4th National Small Farm Conference-Enhancing Opportunities for Small Farmers & Ranchers. Greensboro, NC.
- Massa, N.M., Vallieres, K. M., Kehrhahn, M., & **Bell, A.** (2005, June). *Learner interaction and self-regulation in web-based professional development*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference. Portland, OR.
- Bell, A. A.**, & Eckert, E. (2005, April). *Continuity and change: Themes of mental model development among farmers*. Paper presented at the 2005 American Educational Research Association (AERA) Annual Conference. Montreal, Canada.
- Evans, N., Sheckley, B., **Bell, A. A.**, Keeton, M., & Field, M. (2004, November). *Recruiting excluded learners*. Workshop at the Council on Adult and Experiential Learning (CAEL) 2004 International Conference. Chicago, IL.
- Bell, A. A.** (2004, March). *Effective farmer education research project: Initial findings and recommendations*. Invited speaker at the Growing Northeast New Farmers Consortium Conference, Windsor Locks, CT.
- Bell, A. A.** (2004, January). *The role of feedback in enhancing employee performance: New perspectives and principles for practice*. Invited workshop at regional Connecticut Training and Development Network, Newington, CT.
- Bell, A. A.**, & Orgnero, C. (2003, November). *Here, there, and everywhere: Feedback, experiential learning, and complex systems*. Workshop at the Council on Adult and Experiential Learning (CAEL) 2003 International Conference. San Diego, CA.
- Bell, A. A.** (2003, October). *Effect Size: Calculation and Application in Occupational Therapy Research*. Invited workshop for local Bay Path Community College Occupational Therapy Masters of Science degree program. Longmeadow, MA.
- James, A., & **Bell, A. A.** (2003, July). *Facilitating students' critical thinking during Level I fieldwork through on-line discussion*. Paper presentation at the 83rd Annual American Occupational Therapy Association (AOTA) Conference & Expo. Washington, D.C.

- Bell, A. A.** (2003, April). *Experiential learning in work contexts*. Invited panelist at the 2nd Annual International Practice-Oriented Education Conference, Session on Experiential Learning. Boston, MA.
- Bell, A. A., & Kehrhahn, M.** (2002, November). *Update on research and practice in facilitating online critical discourse*. Workshop at the Council on Adult and Experiential Learning (CAEL) 2002 International Conference. Washington, DC.
- Bell, A. A., James, A.** (2002, November). *Assessment and facilitation of student critical thinking in online discussions*. Paper presentation at the 22nd Annual Lilly Conference on College Teaching. Oxford, OH.
- Bell, A. A., Kehrhahn, M., James, A., & Vincenti, M.** (2002, November). *Assessment and facilitation of student critical thinking in online discussions*. Paper presentation at the regional Syllabus 4th Annual Fall 2002 Conference on Educational Technology. Boston, MA
- Bell, A. A.** (2001, November). *Promoting Critical Discourse in Web-Based Discussions*. Workshop at the Council for Adult and Experiential Learning (CAEL) 2001 International Conference: Learning for the New Economy. Orlando, FL.
- Sheckley, B. G, Kehrhahn, M., & **Bell, A. A.** (2001, November). *New perspectives on adult learning, professional development, and workplace learning: Results of three research initiatives*. Pre-conference session at the Council on Adult and Experiential Learning (CAEL) 2001 International Conference: Learning for the New Economy. Orlando, FL.
- Bell, A. A.** (2001, October). *Assessment and Facilitation of Student Critical Thinking in Online Discussions*. Paper presented at the regional Northeast Educational Research Association (NERA) 2001 Annual Conference. Kerhonkson, NY.
- Bell, A. A., & Kehrhahn, M. T.** (2001, June). *Facilitating online interaction and discourse among students*. Invited presentation at state sponsored Connecticut TALENT Project Team Workshop. Storrs, CT.
- Bell, A. A., & Sheckley, B. G.** (2000, November). *The Adaptive Style Inventory: Revealing Person-Environment Interactions*. Workshop at the Council for Adult and Experiential Learning (CAEL) 2000 International Conference, Chicago, IL.
- Bell, A. A., & Sheckley, B. G.** (2000, November). *The Adaptive Style Inventory: Scoring, interpretation, and application of results*. Roundtable presented at the Council for Adult and Experiential Learning (CAEL) 2000 International Conference, Chicago, IL.
- Summerville, M. W., & **Bell, A. A.** (2000, November). *Attachment style: A framework for understanding adult learning in graduate education*. Roundtable Session at the Council for Adult and Experiential Learning (CAEL) 2000 International Conference, Chicago, IL.
- Bell, A. A., & Kehrhahn, M. K.** (2000, September). *Facilitating learning, promoting performance: An update on adult learning*. Plenary Session at the Association for Professionals in Infection Control and Epidemiology, New England Chapter Conference. Learning, Performance & Change: Adult Learning in Health Care Settings, Springfield, MA.

Bell, A. A. (2000, September). *Learning, not lecturing: Designing effective learning experiences*. Workshop presented at the Association for Professionals in Infection Control and Epidemiology, New England Chapter Conference. Learning, Performance, & Change: Adult Learning in Health Care Settings, Springfield, MA.

Sheckley, B. G., Keeton, M. T., Kehrhahn, M. T., **Bell, A. A.** (1999, November). *Proficiency: How it develops; Implications for practice*. General Session conducted at the Council for Adult and Experiential Learning (CAEL) 1999 International Conference, Seattle, WA.

DOCTORAL DISSERTATION COMMITTEES

Chair, Dissertation Committee

Adams, D. S. (in progress). *Coaching Practices that Contribute to Early Childhood Teachers' Professional Learning*. University of Connecticut, Storrs.

Butcaris, M. (2002). *The impact of individual and environmental factors on writing performance among college students*. University of Connecticut, Storrs.

Edelen, B. (2009). *Measuring and enhancing clinical decision-making ability among students in an Associate Degree nursing program*. University of Connecticut, Storrs.

Harkins, P. (2009). *The experience of nontraditional students enrolled in a Transitions Course in an undergraduate program*. University of Connecticut, Storrs.

Neal, S. (2009). *The experiences of successful, female, first-generation, adult learners in an 4-year research university*. University of Connecticut, Storrs.

Orgnero, C. (2007). *The nature of feedback and its relation to student learning in an undergraduate English composition course*. University of Connecticut, Storrs.

Robinson, L. (in progress). *Understanding Adult Academic Risk-Taking within an Online Learning Environment*. University of Connecticut, Storrs.

Member, Dissertation Committee

Bongarten, R. (2006). *Characteristics of the effective literacy principal*. University of Connecticut, Storrs.

Eckert, E. (2003). *Proficiency-development spirals: Occupational learning among farmers*. University of Connecticut, Storrs.

Enos, M. (2001). *Informal learning and the transfer of learning: How managers develop proficiency*. University of Connecticut, Storrs.

Fitzgerald, C. (2002). *Transfer of training and transfer climate: The relationship to the use of transfer maintenance strategies in an autonomous job context*. University of Connecticut, Storrs.

Gilson, S. (2003). *Examining integral factors influencing teaching with technology*. University of Connecticut, Storrs.

- Gregoire, S. (2001). *Developing clinical reasoning: The role of deliberate practice, reflection, and analogical mapping*. University of Connecticut, Storrs.
- Hanna, B. (2001). *Factors influencing teachers' use of information technology in their classrooms*. University of Connecticut, Storrs.
- James, A. (2005). *Self-regulated learning in a field-based setting: Metacognitive and motivational strategies used by occupational therapy fieldwork students to develop clinical competence*. University of Connecticut, Storrs.
- Kite, A. (2004). *Self-efficacy, goal-setting, and feedback: Their influence on Web-based learning outcomes*. University of Connecticut, Storrs.
- Kone, M. (2000). *Societal learning for environmental protection and management in Mali*. University of Connecticut, Storrs.
- LeGrow, M. (2000). *Prior learning assessment: Impact of APL portfolio development on problem-solving skills and knowledge organization*. University of Connecticut, Storrs.
- Lowe, M. M. (2007). *Processes that support physician's development of knowledge and skills as effective educators*. University of Connecticut, Storrs.
- Massa, N. (2004). *Metacognition and persistence in Web-based courses*. University of Connecticut, Storrs.
- Menzo, S. (2008). *Parent involvement and achievement in mathematics: An analysis of a promising practice*. University of Connecticut, Storrs.
- Myers, M. (in progress). *Transfer of Learning from Training Programs to the Workplace among Healthcare Managers*. University of Connecticut, Storrs.
- Murphy, J. (2001). *The use of focused reflection and articulation to promote the development of clinical reasoning*. University of Connecticut, Storrs.
- Ndoye, A. (2001). *Experiential learning and adult performance: Prior experience, reflective practice, deliberate practice, and farmers' productivity in Senegal*. University of Connecticut, Storrs.
- Summerville, M. (2000). *Attachment style in adult learning: Implications for the person X environment interaction*. University of Connecticut, Storrs.
- Vallieres, K. (2007). *The role of self-regulation and learner interaction in an online professional development course*. University of Connecticut, Storrs.

SELECTED ACADEMIC COURSES TAUGHT at the UNIVERSITY OF CONNECTICUT

EDLR 302 Assessment, Evaluation, and Research in Student Affairs I

EDLR 303 Assessment, Evaluation, and Research in Student Affairs II

EDLR 304 Experiential Learning

EDLR 309/5201 Influences on Adult Learning

EDLR 337 Professional Development

EDLR 376/6050 Research Designs in Educational Leadership

EDLR 442/6051 Research Methods in Educational Leadership

EDLR 445/6000 Strategic Applications of Adult Learning Principles

EDLR 460 Practicum in Higher Education: Student Development--Theory to Practice

SELECTED ACADEMIC SERVICE

UNIVERSITY OF CONNECTICUT NEAG SCHOOL OF EDUCATION

Neag School of Education Communications Committee
Member, 9/2008-present

Neag School of Education Teacher Certification Assessment Committee.
Member, 9/2004-9/2005.

Neag School of Education Office of Assessment and Accreditation.
Instrument Content Validation Specialist, 9/2004 to 9/2005.

Neag School of Education Curriculum and Courses Committee.
Member, 9/2000 to 5/2004.

Neag School of Education Professional Development Strategic Initiative Task Force.
Member, 9/2000 to 5/2002.

Department of Educational Leadership Promotion, Tenure, and Review Committee
Chair, 9/2006 to present

Department of Educational Leadership Adult Learning Program.
Section Head, 9/2005 to present.

Department of Educational Leadership Adult Learning Program Graduate Admissions Committee.
Chair, 1/2003 to present. Member, 9/1999 to 12/2002.

Department of Educational Leadership Higher Education and Student Affairs Program.
Interim Program Coordinator, 9/2003 to 1/2005.

Department of Educational Leadership Higher Education and Student Affairs Program Graduate Admissions Committee.
Chair, 1/2004 to 12/2004. Member, 1/2005 to 1/2006.

SELECTED COMMUNITY SERVICE

Northeast On-Farm Mentors' Network. Member, 2004-2008

Northeast Growing New Farmers Service Providers Consortium. 2001-2004.
Member, Professional Development Advisory Committee.
Member, Distance Learning Advisory Committee.
Competitive Initiatives Grant Proposal Reviewer.

CURRENT PROFESSIONAL MEMBERSHIP

American Association of Adult and Continuing Education (AAACE)
Commission of Professors of Adult Education (CPAE)

Academy of Human Resources Development (AHRD)
Workplace Learning Special Interest Group

Council For Adult and Experiential Learning (CAEL)
Commission for Workforce Development

American Educational Research Association (AERA)
Division for Education in the Professions