CURRICULUM VITAE

KAREN J. HUXTABLE-JESTER, Ph.D.

800 W. Campbell Rd, GR 41   email: drkarenhj@utdallas.edu
Richardson, TX 75080-3021   phone: 972-883-6434

EDUCATION

The Ohio State University, Columbus
Ph.D., Developmental Psychology 1995
M.A., Clinical-Child Psychology 1992

University of Massachusetts, Amherst
B.S., Psychology..1986

PROFESSIONAL EXPERIENCE

Professor of Instruction   2000-present
School of Behavioral and Brain Sciences, University of Texas at Dallas
Promoted from Lecturer II to Senior Lecturer I, Fall 2004. Promoted to Senior Lecturer III, Fall 2014.
Courses taught currently:
1. Educational Psychology (PSY 3339)
2. Social Psychology (PSY 3331, core)
3. Doctoral Seminar in Psychological Sciences: Effective Teaching (HCS 7355)
Courses taught previously:
4. Social & Personality Development (PSY 3332)
5. Exceptional Children (PSY 3342)
6. Research & Evaluation Methods & Lab (CLDP 3394 & 3194)
7. Experimental Projects in Psychology (PSY 3393)
8. Violence in the Family (PSY 4345)
Currently teaching four undergraduate courses per year, approximately 500 students per year.
From Fall 2000 through Fall 2022, I have taught **12,729 students** in **171 organized courses** (not
including cross-listed courses) and in thesis research, teaching internship, or individual study.

ADMINISTRATION AND SERVICE

Associate Provost and Director   2022-present
Interim Director and Associate Director   2021-2022
Center for Teaching and Learning (CTL), University of Texas at Dallas
Responsibilities:
1. Lead and oversee the day-to-day operation of CTL, including the evaluation and assessment of CTL activities. Supervise staff of full-time Program Coordinator and two 25%-time Assistant Directors.
2. Collaborate with faculty and staff to implement programs, including support for New Faculty Orientation, teaching certificate programs for graduate students and postdoctoral researchers, professional development groups, course design workshops, teacher-scholar lunches, and to develop new programs.

3. Collaborate with Educational Technology Services and the Office of Information Technology to evaluate, recommend, and implement relevant educational strategies and technologies to promote equitable and engaging learning environments.
4. Serve on University governance committees and working groups that inform and support the work of CTL.
5. Work with stakeholders to develop initiatives to improve learning in all disciplines and modalities.
6. Develop processes that support faculty and students in building a thriving culture of learning. These include in-person workshops and online webinars with local experts and invited speakers, faculty learning communities or reading groups, distribution of funds for Instructional Improvement Awards. Provide resources and support to initiatives such as the ALRISE Alliance and the Lumina Grant.
7. Oversee the university's portfolio of teaching awards and facilitate the nomination of faculty for external awards.
8. Remain current with technological, pedagogical, and policy trends in multiple learning modalities.

Associate Director 2016-2021
Center for Teaching and Learning, University of Texas at Dallas (Dr. Paul F. Diehl, Director 2015-2021)
 Responsibilities:
1. Co-instructor for the Reflective Teaching Seminar. Working with the CTL Director, plan and implement a year-long program for junior faculty members to discuss relevant research and teaching approaches on a range of practical topics. Encourage and model experimentation with innovative and best practices in teaching and assessment. Topics include early feedback, dealing with challenging student behaviors, theoretical models for understanding undergraduate development, effective learning in groups, and best practices in grading. Offered in alternating years with the Senior Reflective Teaching Seminar, in which experienced faculty members examine cutting edge approaches to pedagogy and ways to be campus leaders in promoting excellence in teaching.
2. Design and implement new programs in professional development in pedagogy for tenured, tenure-track, and non-tenure-track full- and part-time faculty, postdoctoral researchers, and graduate teaching assistants and establish working relationships with these populations through the development of institutes, workshops, and other programming informed by the scholarship of teaching and learning. Initiate learning communities and other cohort-building experiences centered in the CTL.
3. Design and disseminate instructional resources. Identify and promote pedagogical methods appropriate to specific disciplinary settings and a diverse student body.
4. Author curricula tailored to targeted faculty and graduate student populations for learning communities and certificate programs in teaching and learning, as well as online materials.
5. Design and grow new consultation, classroom observation, and support services for faculty; support portfolio and other custom presentations of teaching activity; identify and initiate new grant/fellowship opportunities related to teaching and learning.
6. Consult and collaborate with educational technologists on projects and initiatives that integrate best pedagogical practices and emerging technologies.
7. Contribute to strategic planning for the CTL, identify and form partnerships on campus to address new needs and opportunities for teaching support, integrate best practices and resources available beyond UT Dallas into the work of the CTL, and represent the CTL's work at briefings, campus visits, conferences, and other academic venues.
8. Chaired *Task Force on Lecturer Support*, Spring 2016. One important initiative that came out of this task force was the development of an **Instructor Handbook**. With CTL, I compiled this handbook with input from stakeholders across campus. It was approved by the Faculty Senate and is now shared with all part-time and full-time faculty members.
9. *Task Force on Student Evaluations of Teaching,* 2018 developed guidelines and made suggestions for improvements to the collection and utilization of assessments of student learning experiences.

Chair, Senate Committee on Effective Teaching   2013-2022
The Committee on Effective Teaching (CET) is charged with overseeing and encouraging the development of excellence in teaching across all disciplines and levels within the university. CET advises the University and Academic Senate of needs for and availability of new technology and training for faculty of all ranks and for graduate teaching assistants.

- Manages all University-level teaching awards and forwards recommendations to the President.
- Facilitates and evaluates the work of individual School Teaching Effectiveness Committees. In 2016, developed a set of guidelines for committee members conducting peer observations for promotion and tenure review, and different guidelines for providing supportive, formative feedback in peer mentoring.
- Created and disseminated a protocol for faculty to encourage students to complete informal mid-semester course evaluations and official end-of-semester online course evaluations.
- Developed guidelines for schools to design and implement their own systems of identifying and rewarding teaching excellence among their faculty and teaching assistants.
- Advises the Center for Teaching and Learning in selecting guest speakers for the Annual *Excellence in Teaching* Lecture and Workshop.
- With the Center for Teaching and Learning, created an Instructor Handbook to support non-tenure- track faculty in understanding and following university policies and procedures. The handbook is now made available to faculty at all ranks.

Teaching Support Coordinator   2012-2015
School of Behavioral and Brain Sciences, University of Texas at Dallas
Responsibilities:

- Organized monthly discussions and workshops on teaching-related topics
- Provided confidential advising to faculty and graduate teaching assistants in teaching matters
- Created ethical and policy guidelines for the Undergraduate Teaching Internship

Additional Service to the University:

- QEP Development and Implementation Committee
- UTD Assessment Committee
- UTD Discipline Committee
- UTD Regents' Outstanding Teaching Awards Committee
- UTD Strategic Plan Planning Committee
- Search Committee, Dean of Undergraduate Education
- Search Committee, Dean of Behavioral and Brain Sciences
- Search Committee, Director of Equity Policy Education
- Search Committee, Dean of Hobson Wildenthal Honors College
- Family Liaison, Undergraduate Success Scholars program
  - Invited talks:
    - *Balancing multiple identities*   2018
    - *Defining your college experience: The role of the possible self*   2018

Service to School of Behavioral and Brain Sciences:

- Chair, BBS Senior Lecturer Search Committee
- Chair, BBS Undergraduate Child Learning and Development Curriculum Review Committee
- BBS Undergraduate Studies Committee

- BBS Teaching Effectiveness Committee
- BBS Undergraduate Psychology Curriculum Review Committee
- BBS Liaison, Distance Learning Committee

TEACHING-RELATED PUBLICATION

Peer-Reviewed Article

Cruz, L., Huxtable-Jester, K., Smentkowski, B., & Springborg, M. (2021). Place-based educational development: What Center for Teaching and Learning spaces look like (and why that matters). *To Improve the Academy: A Journal of Educational Development, 40*(1), 75-104.

PROFESSIONAL SERVICE AND PRESENTATIONS (excluding CTL activities, which are detailed in CTL Annual Reports, https://ctl.utdallas.edu/about/annual-reports/)

Reviewer   2015-present
    Scholarship of Teaching and Learning in Psychology
    Innovative Higher Education
    To Improve the Academy

University of Texas System Academy of Distinguished Teachers Virtual Conference on   2021
Teaching in Texas
Title: *Discovering and Sustaining Good Practices: Lessons from COVID Teaching*

42nd Annual National Institute on the Teaching of Psychology (NITOP)   2020
Participant Idea Exchange
Title: *Course policy revolution: Maintain rigor without rigidity by teaching with compassion*

90-Minute Concurrent Session, SACSCOC Annual Meeting   2018
Title: *Motivation is Not Enough: Proactive Strategies for Faculty to Promote Student Success*

Panelist, UT System Student Success Summit: The Faculty Role in Student Success   2018
Title: *Recognizing and Incentivizing Excellent Teaching*

1-Hour Conference Session, Big 12 Teaching & Learning Conference hosted by TCU   2018
Title: *To Orientation and Beyond: Integrating junior faculty orientation, mentoring, and teaching observation programs*
With Dr. Paul Diehl, Director, Center for Teaching and Learning, UT Dallas

3-Hour Workshop, Big 12 Teaching & Learning Conference hosted by TCU   2018
Title: *Motivation is not enough: Supporting students in overcoming obstacles to success*

50-Minute Interactive Session, Transformative Learning Conference, Oklahoma City
Title: *Transformation of Self as Learner to Achieve Student Success*

Society for the Teaching of Psychology Mentoring Program
I provide weekly consultation with a mentee who is an early-career professor at a private university in another state. Program description https://teachpsych.org/page-1603031

90-Minute Concurrent Session, SACSCOC Annual Meeting 2017 Title: *Motivation is Not Enough: Supporting Students in Developing the Skills for Success*
With Dr. Gloria Shenoy, Director of Assessment, UT Dallas

Lead QEP External Evaluator for SACSCOC   2017
On-site visit

Reviewer, *Scholarship of Teaching and Learning in Psychology*, A journal of the American
Psychological Association   2015-present

Keynote, Parker University   2017
Annual Symposium on Teaching and Learning Title: *The Difference We Make*

Teaching Workshop, Parker University   2017
Annual Symposium on Teaching and Learning
Title: *Motivation is Not Enough: Supporting Students in Developing the Skills for Success*

Inaugural address, Texas Teachers of Psychology First Annual Conference   2017
Title: *Understanding Mindset and Metacognition to Promote Meaningful Learning in Psychology*

90-Minute Concurrent Session, SACSCOC Annual Meeting 2016 Title: *Motivation is Not Enough: Supporting Students in Developing the Skills for Success*   *2016*
With Dr. Gloria Shenoy, Director of Assessment, UT Dallas

Interactive Session, POD Network Conference   2016
Title: *The Final Frontier: Space and Educational Development*
With Dr. Laura Cruz, Tennessee Tech University; Dr. Martin Springborg, Minnesota State Colleges and Universities; Dr. Brian Smentkowski, Queens University

Keynote, College Academic Support Programs (CASP) in Texas 2015 34th Annual Conference   2015
Title: *The Difference We Make*

Post-Institute Workshop, College Academic Support Programs (CASP) in Texas   2015
34th Annual Conference
Title: *Motivation is Not Enough: Supporting Students in Developing the Skills for Success*

Dallas ISD PREP U Parent Workshop   2015
Title: *Motivating Your Child to Succeed*

UTD Center for Children and Families Spring Lecture Series   2015
        "Ensuring Children's Success in School"
Title: *Mindsets and Motivation as the Keys to Academic Success*

TEACHING AWARDS AND RECOGNITION

Winner, Minnie Stevens Piper Foundation, *2019 Piper Professor*   2019
Fellow, University of Texas System *Academy of Distinguished Teachers*   2017
Recipient, *Regents' Outstanding Teaching Award*, The University of Texas System   2013
Nominee, *Regents' Outstanding Teaching Award*, The University of Texas System   2012

Seniors' Choice Award, School of Behavioral and Brain Sciences, UT Dallas	2009
Nominee, *Regents' Outstanding Teaching Award*, The University of Texas System	2009
Excellence in Teaching Award, School of Behavioral and Brain Sciences, UT Dallas	2005
Graduate Student Alumni Research Award, The Ohio State University Graduate School	1994
University Fellowship, The Ohio State University Graduate School	1986
Magna Cum Laude & Departmental Honors, University of Massachusetts, Amherst	1986
Huxtable-Jester 5 *Phi Beta Kappa* (National Honor Society)	1986
Psi Chi (Psychology Honor Society)	1985

PROFESSIONAL MEMBERSHIPS

Professional and Organizational Development (POD) Network in Higher Education
APA Division 2, Society for the Teaching of Psychology
APA Division 15, Educational Psychology
APA Division 7, Developmental Psychology
APA Division 8, Personality & Social Psychology

MAJOR AREAS OF INTEREST

Scholarship of teaching and learning, self-reflection and change in personal belief systems, undergraduate development, developmental social psychology, educational psychology, attachment theory and processes of change in the internal working model of attachment.

PREVIOUS PROFESSIONAL EXPERIENCE

Visiting Assistant Professor   1995-1997
School of Arts, Humanities, and Social Sciences, University of Bridgeport, Bridgeport, Connecticut
Courses taught:
1. Introduction to Psychology: Social and Behavioral Foundations (PSYC 103)
2. Psychology of Personality (PSYC 303) 3. Abnormal Psychology (PSYC 304)
4. Social Psychology (PSYC 305)
5. Cognitive Processes (PSYC 307)
6. Psychological Aspects of Sexual Behavior (PSYC 310) 7. Psychology of Women (PSYC 348X)
8. Educational Psychology (PSYC 314/EDUC 314)
9. History of Psychology (PSYC 315)
10. Adolescent Development (PSYC 316)
11. Experimental Psychology I (PSYC 321)
12. Human Assessment: Potential and Performance (PSYC 323)
13. Psychology of Middle Adulthood and Aging (PSYC 330)
14. Mind, Body, & Soul: The Psychology of Health and Well-Being (PSYC 345X)
15. Core Heritage: The Individual, Civil Society, and the State (Social Sciences C201 & C202)
Taught four undergraduate courses per semester. Classes contained approximately 10-35 students each, representing extremely diverse racial and cultural backgrounds.

Adjunct Faculty   1994-1997
Department of Child Study, Education, & Special Education, Saint Joseph College, West Hartford, Connecticut
Courses taught:
1. Learning in Early Childhood Education (EDUC 310)
2. Growth and Development in Early Childhood (ECSE 510/SPEC 510/EDUC 517)

3. Adolescence (EDUC 503)
4. Educational Psychology (EDUC 501)
5. Advanced Child Development: Middle Childhood (CHST 305)
Taught one or two undergraduate and graduate classes per semester, with emphasis on theories of development and their application to education.

Graduate Research Associate 1994
Department of Family Relations and Human Development, The Ohio State University, Columbus, Ohio
Research Assistant to Dr. Ellen Hock, Transition to Motherhood Project. Assisted with data collection and coding in a large, NIMH-funded study, involving administration of Bayley Scales of Infant Development, and R. Kobak's Q-sort procedure for coding Mary Main's Adult Attachment Interview.

Graduate Research Associate 1991-1994
Polimetrics Laboratory for Political and Social Research, The Ohio State University, Columbus, Ohio
Duties included conducting mail and telephone surveys (using the Berkeley Computer-Assisted Survey Execution System for telephone interviewing), analyzing data, and writing reports of findings, providing consultation to faculty and students in aspects of research design and methods, and from November 1991 through December 1993, coordinating a workshop series sponsored by the National Science Foundation for political science faculty.

Part-Time Faculty 1991
Associate Degree Registered Nurse Program, Central Ohio Technical College, Newark, Ohio
Course taught:
Human Development 4045
Taught one section of approximately 35-40 students with majors in Nursing and Physical Therapy.

Graduate Teaching Associate 1988-1991
Department of Psychology, The Ohio State University, Columbus, Ohio
Course taught:
Psychology 210: Educational Psychology for Health Professionals
Taught four sections per year, with 20-35 students per section.

Graduate Teaching Associate: Course Assistant 1987-1988
Department of Psychology, The Ohio State University, Columbus, Ohio
Assisted faculty in Developmental Psychology.

RESEARCH

Dissertation Ph.D. 1995
Adviser: John C. Gibbs, Ph.D., *Department of Psychology, The Ohio State University, Columbus*
Title: Intergenerational Transmission of Child Abuse: The Mediating Role of Adult Attachment Representations.
Dissertation research examined the utility of attachment theory constructs (e.g., attachment security) in accounting for the relationship between childhood history of abuse and adult child abuse potential. In particular, the study investigated variables (e.g., attributional complexity, parental rejection/idealization) that may be crucial in breaking the cycle of child abuse.

Masters' Thesis M.A. 1992
Adviser: Thomas Linscheid, Ph.D., *Department of Psychology, Children's Hospital, Columbus, Ohio*
Title: Exertion of Peer Pressure and Cohesiveness in Adolescent Friendship Groups.

Investigated the exertion of peer pressure within adolescent peer groups and its relationship to perceptions of peer pressure and similarity between peers' attitudes and behavior.

<u>Research Assistant</u> to Tim Wysocki, Ph.D.   1987-1989
Department of Psychology, Children's Hospital, Columbus, Ohio
Investigated adolescent compliance with treatment of diabetes mellitus, and maternal stress and preschoolers' behavior problems in diabetic preschoolers.

<u>Research Assistant</u> to Gerald Winer, Ph.D.   1987
Department of Psychology, The Ohio State University, Columbus
Investigated children's and adults' understanding of appearance and reality.

<u>Undergraduate Honors Thesis</u>   B.S. 1986
Adviser: Nancy A. Myers, Ph.D., *University of Massachusetts, Amherst*
Title: The Effect of Gender Roles in Children's Stories on Children's Attitudes About Gender-Appropriate Behavior.
Examined preschool children's memory for stories with traditional, reversed, or no gender stereotypes and children's ideas about gender roles.

CLINICAL EXPERIENCE

Clinical Child Psychology Practicum, *Psychological Services Center, OSU Dept. of Psychology, Columbus*
Carl Tishler, Ph.D., supervisor   1987-1988
John Sullivan, Ph.D., supervisor   1988
Practicum experience included intelligence, personality, and achievement testing, school observations, and play therapy.

PUBLICATIONS

<u>Manuscripts</u>

Huxtable-Jester, K. (1992). Exertion of peer pressure and cohesiveness in adolescent friendship groups.

Huxtable-Jester, K. (1995). Intergenerational transmission of child abuse: The mediating role of adult attachment representations.

<u>Peer-Reviewed Articles</u>

Cruz, L., Huxtable-Jester, K., Smentkowski, B., & Springborg, M. (in press). Place-based educational development: What Center for Teaching and Learning spaces look like (and why that matters). *To Improve the Academy: A Journal of Educational Development*.

Wysocki, T., Green, L. B., & Huxtable, K. (1989). Blood glucose monitoring by diabetic adolescents: Compliance and metabolic control. *Health Psychology, 8*, 267-284. (Also summarized in *Behavioral Medicine Abstracts*, 1990, *10*, pg. 177.)

Wysocki, T., Huxtable, K., Linscheid, T. R., & Wayne, W. (1989). Adjustment to diabetes mellitus in preschoolers and their mothers. *Diabetes Care, 12*, 524-529.

Wysocki, T., Green, L. B., & Huxtable, K. (1991). Reflectance meters with memory: Applications in behavioral assessment and intervention in juvenile diabetes. In Johnson, J., & Johnson, S.B. (Eds.), *Advances in health psychology* (pp. 307-319). Gainesville, FL: University of Florida Press.

Abstracts and Presented Papers

Wysocki, T., Green, L. B., & Huxtable, K. (1988). Behavioral application of reflectance meters with memory in juvenile diabetes. *Diabetes, 37*, Suppl. #1, 18A (Abstract).

Wysocki, T., Huxtable, K., Linscheid, T. R., & Wayne, W. (1989). *Adjustment to diabetes mellitus in preschoolers and their mothers*. Proceedings of the 10th Annual Meeting of the Society of Behavioral Medicine, April, pg. 139 (Abstract).

Wysocki, T., Huxtable-Jester, K., Linscheid, T. R., & Wayne, W. (1990). Reply. *Diabetes Care, 13*, 456-457 (Letter).

Wysocki, T., Green, L. B., & Huxtable, K. (1988). *Reflectance meters with memory: Applications in behavioral assessment and intervention in juvenile diabetes*. Presented at the Florida Conference on Child Health Psychology, Gainesville, FL.

Wysocki, T., Green, L. B., & Huxtable, K. (1988). *Behavioral application of reflectance meters with memory in juvenile diabetes*. Presented at the Society of Pediatric Psychology, North Coast Regional Conference, Columbus, OH.

Wysocki, T., Huxtable, K., Linscheid, T. R., & Wayne, W. (1988). *Adjustment to diabetes mellitus in preschoolers and their mothers*. Presented at the Society of Pediatric Psychology, North Coast Regional Conference, Columbus, OH.

Wysocki, T., Green, L. B., & Huxtable, K. (1988). *Behavioral application of reflectance meters with memory in juvenile diabetes*. Presented at the American Diabetes Associations, New Orleans.

Wysocki, T., Huxtable, K., Linscheid, T. R., & Wayne, W. (1989). *Adjustment to diabetes mellitus in preschoolers and their mothers*. Presented at the Society of Behavioral Medicine, San Francisco.

Wysocki, T., Huxtable, K., Linscheid, T. R., & Wayne, W. (1989). *Adjustment to diabetes mellitus in preschoolers and their mothers*. Presented at the Florida Conference on Child Health Psychology, Gainesville, FL.