MICHAEL S. PALMER
PROFESSOR, GENERAL FACULTY & BARBARA FRIED DIRECTOR, UVA CENTER FOR TEACHING EXCELLENCE

Center for Teaching Excellence
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EDUCATION

Postdoctoral Research Associate, Chemical Engineering   2000-2003
  University of Virginia, Charlottesville, VA

Ph.D., Inorganic Chemistry   1999
  University of Wyoming, Laramie, WY
  - Dissertation: *Theoretical examination of soluble organometallic complexes utilized as models for hydrodesulfurization catalysts*
  - University of Wyoming Outstanding Dissertation Award, 2000 (awarded annually to three UW graduate students)
  - Sara Jane Rhoads Award for Outstanding Research for the Ph.D. Degree in Chemistry, 2000 (awarded annually to the top chemistry graduate student)
  - DOE/EPSCoR Fellow, 1995-1997 (fully funded graduate education for three years)

B.S., Chemistry, ACS Approved; Minor, Computer Science   1994
  University of Wyoming, Laramie, WY

A.S., Chemistry   1992
  Casper Community College, Casper, WY

EDUCATIONAL DEVELOPMENT EXPERIENCE

Professor, General Faculty & Barbara Fried Director   2017-present
  Center for Teaching Excellence, University of Virginia

  General responsibilities: Set strategic vision and priorities; mentor, manage, and evaluate full-time faculty (7), professional staff (4), and administrative staff (3); initiate and oversee contract renewals and faculty promotions; oversee and manage budget and finances (approximately $3M); support reporting and development/fundraising activities; represent CTE on University- and School-level committees; lead educational development programming; contribute to assessment work and reporting; and build relationships across Grounds and beyond.

  Awards & Recognition
  - POD Network Innovation Award Semi-finalist w/ Derek Bruff, Jessica Taggart, Kristin Sloane, and Jon Thompson (*Teaching Hub: Democratizing Expertise to Crowdsource the Best Teaching and Learning Resources Across Higher Education*)   2024
  - Bob Pierlioni Spirit of POD Award (Lifetime Achievement Award)   2023
  - POD Network Innovation Award Winner w/ Adarsh Char (*c^{3}Design: A Highly Interactive, Online Course Design Learning Environment*; highlighted in the 2021 EDUCAUSE Horizon Report)   2016

- Robert J. Menges Award for Outstanding Research in Educational Development
  w/ Lindsay Wheeler and Itiya Aneece (*Not Your Granddaddy's Syllabus: Investigating Student Perceptions of Course Syllabi*)   2015
- POD Network Innovation Award Winner w/ Dorothe Bach and Adriana Streifer
  (*Measuring the Promising: A Valid and Reliable Syllabus Rubric*)   2014
- University of Virginia All-University Teaching Award   2012

Educational Development Activities

- **Spark**   2023-present
  Oversee Spark, a two-day orientation to teaching at UVA for new faculty.
- **Thrive Grants**   2023-present
  Oversee the Thrive grants program, which provides funding to UVA instructors who wish to innovate their undergraduate courses.
- **c³Design**   2014-present
  Design and oversee development of c³Design, an online implementation of the Center for Teaching Excellence's Course Design Institute. Responsibilities include providing vision, translating content, managing development team and project budget, disseminating tool, and assessing overall project.
- **CTE Faculty Fellows**   2020-2023
  Direct the CTE's Faculty Fellow program, which allows UVA faculty work alongside full-time CTE faculty to help support the Center's core mission of improving teaching and learning at UVA. Responsibilities include overall program administration and Fellow recruitment and selection.
- **Course Design Institute**   2008-2022
  Co-develop, administer, and/or facilitate intensive, multi-day workshop for designing new courses that promote transformative learning. Responsibilities include designing workshop sessions, leading individual sessions, creating Institute materials, hiring facilitators, securing space, developing and managing revenue stream, and conducting on-going assessment.
- **Ignite Program**   2015-2017, 2021
  Co-design and -administer year-long, grant-funded program designed to provide new UVA faculty with the knowledge, skills, and supportive community they need to develop into exceptional teachers.
- **Nucleus Program**   2013-2015
  Develop and administer program designed to help faculty improve STEM education in introductory-level courses at UVA using research-based pedagogies and assessment—and to help faculty and departments sustain improvements. Responsibilities include planning, selecting participants, managing program budget, and conducting on-going assessment. Oversee graduate student associate.
- **Tomorrow's Professor Today Program**   2005-2017
  Co-develop and administer future faculty program for graduate students & post-doctoral fellows. Responsibilities include securing university funding, planning, scheduling and facilitating workshops and seminars, selecting participants, managing program budget, and conducting on-going assessment.
- **CTE Graduate Student Associate Program**   2012-2017
  Solicit applications; select, train, and oversee associates' work.
- **CavEd Pedagogy Seminar**   2009-2022
  Works with CavEd representative to support student-teachers and enhance program assessment; oversee graduate student instructor.
- **Learning Assessment Grants**   2008-2012
  Co-developed and directed grants program to support initiatives around assessing student learning. Responsibilities include creating and disseminating call for

proposals, reviewing proposals, selecting recipients, supporting grantees, and assessing the program.

- **August Teaching Workshop**   2004-2008
  Coordinated all aspects of annual, 2-day workshop for incoming graduate students and faculty. Responsibilities included designing program, selecting and securing presenters, training presenters, inviting attendees, arranging space, develop advertising strategy, coordinating with other units, and assessing the sessions.
- **University Teaching Fellows Program**   2006
  Oversaw year-long faculty course design learning community during the Center Director's research leave. Responsibilities included organizing events, facilitating discussions, and supporting fellows' work.
- Consult with schools, departments, programs, faculty, and graduate teaching assistants about teaching, learning and other professional development issues.   2003-present
- Design and facilitate departmental and University-wide workshops for faculty and graduate students.   2003-present
- Select and invite outside speakers; plan and organize visits to UVA.   2003-present
- Assist with internal and external grant writing.   2003-present
- Oversee vision and direction of center websites: cte.virginia.edu, teaching.virginia.edu, learningtech.virginia.edu.   2003-present

Courses Designed and Taught
- Falling from Infinity, a 1st-year seminar with 10-18 students   Spring & Fall 2009, Fall 2018, 2019, 2022, Spring 2024
- Living Your Best College Life, a 2nd-year seminar for 40 students; co-instructor   Spring 2021
- CavEd Pedagogy Course, a CR/NC course for undergraduate instructors, offered each semester   Spring 2020 – Fall 2022
- The Science of Learning, a 1st-year seminar with 18 students   Fall 2015 & Spring 2018
- Chemical Principles Laboratory, a 1st-year, 3-credit laboratory course with 90-110 students   Fall 2004-2007 & 2010-2013
- Borges' Infinity, an interdisciplinary short-course with 6 students   Spring 2012
- Short-course Facilitator (Science Fiction, Fantasy, and Magic Realism Short Stories), Brown Residential College students   Fall 2010
- Calculus I, a 1st-semester, applied calculus course with 50 students   Fall 2003
- Calculus II, a 2nd-semester, applied calculus course with 50 students   Fall 2022 & Spring 2003

Associate Professor, General Faculty & Director   2016-2017
Center for Teaching Excellence, University of Virginia

Associate Professor, General Faculty, Managing Director, & Lecturer in Chemistry   2015-2016
Center for Teaching Excellence (formerly Teaching Resource Center), University of Virginia

Associate Professor, General Faculty, Associate Director, & Lecturer in Chemistry   2012-2015
Teaching Resource Center, University of Virginia

Associate Professor, General Faculty & TRC Assistant Director   2009-2012
Teaching Resource Center, University of Virginia

Assistant Professor, General Faculty & TRC Faculty Consultant   2003-2009
Teaching Resource Center, University of Virginia

Adjunct Faculty   2002-2003
Chemical Engineering Department, University of Virginia
Courses Designed and Taught

- Calculus II, a 2nd-semester, applied calculus course with 50 students   Fall 2002 & Spring 2003

Experiential Learning Facilitator   2002-2012
    Falls River Center, Charlottesville, VA

PROFESSIONAL SERVICE

POD Network (http://podnetwork.org/)

Bob Pierlioni Spirit of POD Award Selection Committee	2024-present
Member, *To Improve the Academy* Editorial Board	2023-present
Editor-in-chief, *To Improve the Academy*	2021-2023
Chair, *To Improve the Academy* Editorial Board	2021-2023
Associate Editor, *To Improve the Academy*	2020-2021
Sub-committee Chair, Robert J. Menges Award for Outstanding Research in Educational Development	2016-2018
Facilitator, Birds of Feather Session on the Science of Learning	2016-2017
Member, Governance Committee	2016
Chair, ad hoc Committee for Conference Fees and Membership Fees & Benefits	2014-2017
Chair, Membership Committee	2013-2016
Member, Core Committee (Board of Directors)	2013-2016
Member, Membership Committee	2008-2016
Representative, POD/Teikyo University (Tokyo, Japan) Collaboration	2015
Member, Selection Committee for the Robert J. Menges Award for Outstanding Research in Educational Development	2014
Chair, ad hoc Committee for Evaluating Conference Proposal Review Process	2013
Conference Evaluation Coordinator, Seattle, WA	2012
Conference Co-Chair, Atlanta, GA	2011
Conference Program Co-Chair, St. Louis, MO	2010
Conference Poster Session Chair, Houston, TX	2009
Conference Proposal Reviewer	2008-present
Liaison (Mid-Atlantic Region)	2008-2012

International Institute for New Faculty Developers, *a* week-long institute for new educational developers from around the world

Core Faculty Facilitator, Asheville, NC	2015
Core Faculty Facilitator, Atlanta, GA	2013
Core Faculty Facilitator, Kennesaw State University, Kennesaw, GA	2011
Core Faculty Facilitator, The Collaboration, St. Paul, MN	2009

National Course Design Workshop

Facilitator, a two and a half day-long course design workshop, Chicago, IL.	2014

University of Virginia

Member, HHMI Driving Change Advisory Committee	2023-present
Member, Provost Office Generative AI Course Project & Advisory Team	2023-2024
Member, Provost Office Mid-Semester SET Working Group	2023-present
Ex officio Member, University Teaching Awards Steering Committee	2021-present
Member, Vice-provost for Online Education and Digital Innovation Search Committee	2023
Member, Generative AI Task Force for Teaching and Learning	2023
Member, Holistic Teaching Evaluation Working Group	2022-2023
Member, LMS Steering Committee	2022-2023
Co-chair, University Teaching and Learning Technology Committee	2021-present
Co-chair, Ad Hoc Working Group on Teaching Innovations	2021

Member, Student Evaluations of Teaching Steering Committee	2020-2021
Member, Academic Honesty Working Group	2021
Member, Signature J-Term Course Selection Committee	2020
Member, University Online 2.0 Working Group	2020
Co-Chair, Teaching & Learning Technology Committee	2019-2020
Chair, Teaching & Learning Technology Committee	2016-2019
Chair, Presidential Task Force: The Future of Teaching and Learning at UVA	2019
Member, A&S General Education Curriculum Assessment Committee	2016-2019
Member, Provost's Life-Transforming Education Committee	2017-2018
Member, SEAS Teaching Effectiveness Committee	2016-2018
Member, SEAS Educational Innovation Awards Reviewer	2016-2017
Member, A&S New Learning Technologies Committee	2015-2017
Member, Chemistry Undergraduate Curriculum Committee	2011-2014
Member, Scientific Reasoning Assessment Committee	2009-2013
Member, Undergraduate Research Assessment Committee	2008-2010
Member, UVA President's Inaugural Academic Conference Committee	2010-2011
Member, University Committee on Instructional Technology	2006-2009, 2016-2020
Member, Faculty Senate Dissertation Year Fellowship Selection Committee	2004-2007
Member, Seven Society Graduate Fellowship for Superb Teaching Selection Committee	2004 & 2006
Member, Instructional Technology Review Committee	2004-2005
Mentor, University Teaching Fellows Program	2007-2008 & 2010-2011
Participant, UVA Leadership in Academic Matters Program (semester-long program)	Spring 2013
Faculty Fellow, Brown Residential College	2008-present
Mentor, Office of African American Affairs Faculty-Student Mentoring Program	2003-2009
Judge, Undergraduate Research Symposium	2004-2009
Consultant, School of Engineering and Applied Science ABET Steering Committee	2003-2004

Consulting Editor
College Teaching	2018-present

Manuscript Reviewer
To Improve the Academy	2010-present

Scholar
CASTL Institute: Creativity, Creighton University, June 3-5, Omaha, NE	2010

Professional Memberships
POD Network	2005-present
International Society of the Scholarship of Teaching & Learning	2013
American Chemical Society	1997-2010

GRANTS

Co-PI: *Using Neuroscience in Real-world Settings to Improve Student Attention and Engagement.* Funded internally through the UVA President and Provost's Fund for Institutionally Related Research ($198,118)	2022
PI: *Undergraduate Learning Assistants Program.* Funded by the Northrop Grumman Foundation through the AAU Undergraduate STEM Education Initiative and UVA's Office of the Executive Vice President & Provost ($34,400)	2017-18
Co-PI: *Ignite: Launching the Next Generation of UVA Faculty for Teaching Success.* Funded by the Jefferson Trust, an Initiative of the UVA Alumni Association ($149,760).	2015-17
PI: *c^{3}Design: An Interactive Online Class, Course, and Curriculum Design Tool.* Funded internally through UVA's 4-VA Initiative ($300,000).	2014-15

PI: *Nucleus: Improving STEM Education in Introductory-level Courses.* Funded internally
through UVA's 4-VA Initiative ($300,000).   2013-16
Co-PI: *Quantifying the use of Evidence-Based Teaching in STEM Disciplines at UVA.* Funded
internally through UVA's 4-VA Initiative ($50,000).   2013-14
Co-PI: *POD Faculty/Instructional Development Internship Grant* ($5,000).   2010
Support the establishment of an internship for a UVA graduate student of color considering
a career in instructional development in higher education.
Co-PI: *SEAS Technology Leaders Program* ($10,000).   2007
PI: *Student Response Systems: Engaging Students in Large Lecture Courses.* Funded by the UVA
Parents Committee ($3,000).   2007

BOOKS & BOOK CHAPTERS

Troisi, J. D., **Palmer, M. S.**, Hurney, C. A., Hostetler, L. A., & Wright, M. C. (2025). *High-impact course design institutes.* Routledge.

Palmer, M. S., & Wheeler, L. (2019). Exploration: Dopamine and the hard work of learning. In A. James, & C. Nerantzi (Eds.), The power of play in higher education: Creativity in tertiary learning (123-130). Palgrave

Little, D., & **Palmer, M.** (2012). Training instructional consultants to use a coaching framework. In K. T. Brinko (Ed). *Practically Speaking: A Sourcebook for Instructional Consultants in Higher Education* (2nd ed.). New Forums Press.

Palmer, M. S. (2012). Graduate student professional development: A decade after calls for national reform. *Studies in Graduate and Professional Student Development*. New Forums Press.

ARTICLES

Peer-Reviewed

Streifer, A. C., **Palmer, M. S.**, & Taggart, J. (2024). From expectations to experiences: Students' perceptions of specifications grading in higher education. *International Journal for the Scholarship of Teaching and Learning, 18*(2). http://doi.org/10.20429/ijsotl.2024.180205

Palmer, M. S. (2024, November 25). Is generative AI a general purpose pedagogical innovation? *Inside Higher Ed*.

Yik, B. J., Machost, H., Streifer, A. C., **Palmer, M. S.**, Morkowchuk, L., & Stains, M. (2024). Students' perceptions of specifications grading: Development and evaluation of the perceptions of grading schemes (PGS) instrument. *Journal of Chemical Education, 101(9)*, 3723–738. https://doi.org/10.1021/acs.jchemed.4c00698

Palmer, M. S., & Giering, J. A. (2023). Characterizing pedagogical innovation in higher education. *Innovative Higher Education*. Advance online publication. https://doi.org/10.1007/s10755-023-09681-6

Streifer, A. C., & **Palmer, M. S.** (2021). Is specifications grading right for me?: A readiness assessment tool to help instructors decide. *College Teaching*. DOI: 10.1080/87567555.2021.2018396

Wheeler, L. B., **Palmer, M. S.**, & Aneece, I. (2019). Students' perceptions of course syllabi: The role of syllabi in motivating students, *International Journal for the Scholarship of Teaching and Learning*, *13:3*, Article 7. https://digitalcommons.georgiasouthern.edu/ij-sotl/vol13/iss3/7

Stains, M., Harshman, J., Barker, M. K., Chasteen, S. V., Cole, R., DeChenne-Peters, S. E., Eagan, Jr., M. K., Esson, J. M. Knight, J. K., Laski, F. A., Levis-Fitzgerald, M., Lee, C. J., Lo, S.M., McDonnell, L. M., McKay, T. A., Michelotti, N., **Palmer, M. S.**, Plank, K. P., Rodela, T. M., Sanders, E. R., Schimpf, N. G., Schulte, P. M., Smith, M., Stetzer, M., Stewart, J., Van Valkenburgh, B., Vinson, E., Weir, L. K., Wendel, P. J., Wheeler, L. B., & Young, A. M. (2018). Anatomy of STEM teaching in North American universities. *Science, 30(6383)*, 1468-1470. DOI: 10.1126/science.aap8892.

Palmer, M. S., Gravett, E., & LaFleur, J. (2018). Measuring transparency: A learning-focused assignment rubric. *To Improve the Academy, 37*(2), 173-187. doi:10.1002/tia2.20083

Palmer, M. S., Streifer, A.C., & Williams-Duncan, S. (2016). Systematic assessment of a high-impact course design initiative. *To improve the academy: A journal of educational development, 35*(2), 339-361.

Palmer, M. S. & Matthews, T. (2015). Learning to see the infinite: Measuring visual literacy skills in a 1st-year seminar course. *Journal of the Scholarship of Teaching and Learning*, *15*(1), 1-9.

Palmer, M. S. (2015). Learning to see the infinite: Teaching visual literacy in a 1st-year seminar course. In D. Little, P. Felten & C. Berry (Eds.), *New Directions for Teaching and Learning*. No. 141 (pp. 19-29). Jossey-Bass.

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To Improve the Academy, 33*. Translated and published in the 3rd edition of the Japanese magazine Shutaiteki Manabi (Active Learning) in 2016.

Palmer, M. S., & Little, D. (2013). Tomorrow's professor today: Tracking perceptions of preparation for future faculty competencies. *To Improve the Academy, 32*. Jossey-Bass.

Little, D., & **Palmer, M.** (2011). A coaching-based framework for individual consultations. *To Improve the Academy, 29*. Jossey-Bass.

Palmer, M. S., Neurock, M., & Olken, M. (2002). Periodic density functional theory study of methane activation over La_2O_3: Activity of O^{2-}, O^-, O_2^{2-}, oxygen point defect, and Sr^{2+}-doped surface sites. *J. Am. Chem. Soc.*, *124*, 8452-8461.

Palmer, M. S., Neurock, M., & Olken, M. (2002). Periodic density functional theory study of the dissociative adsorption of molecular oxygen over La_2O_3. *J. Phys. Chem. B.*, *106*, 6543-6547.

Palmer, M., & Harris, S. (2000). The role of bimetallic thiophene-bridged complexes in homogeneous desulfurization reactions. *Organometallics*, *19*, 2114-2124.

Palmer, M., Harris, S., & Rowe, S. (1998). Ab initio molecular orbital study of organometallic complexes containing benzo[*b*]-thiophene. *Organometallics*, *17*, 3798-3808.

Blonski, C, Myers, A. M., **Palmer, M.**, Harris, S., & Jones, W. D. (1997). Structure of metallathiacycles: planar vs nonplanar geometries. A theoretical and experimental investigation. *Organometallics*, *16*, 3819-3827.

Palmer, M., Harris, S., & Carter, K. (1997). Structure, bonding, and reactivity in transition-metal-inserted thiophene complexes. *Organometallics*, *16*, 2448-2459.

Non-Peer-Reviewed

Palmer, M. S. (2024, November 25). Is generative AI a general purpose pedagogical innovation? *Inside Higher Ed*.

Giering, J., & **Palmer, M. S.** (2021). *From cheating to authentic learning*. UVA Center for Teaching Excellence.

Streifer, A. S., & **Palmer, M. S.** (2020). *Alternative grading: practices to support both equity and learning*. UVA Center for Teaching Excellence.

Palmer, M. S., Wheeler, L. B., & Aneece, I. (2016). Does the document matter? The role of syllabi in higher education. *Change: The Magazine of Higher Learning*, *48(4)*, 36-47.

Palmer, M. S. (2012). *Theories of motivation*. UVA Teaching Resource Center.

Palmer, M. S. (2012). *Approaches to learning*. UVA Teaching Resource Center.

Palmer, M. S. (2010). *Cover letters*. UVA Teaching Resource Center.

Palmer, M. S. (2010). *Curriculum vitae*. UVA Teaching Resource Center.

Palmer, M. S. (2010). *Student evaluations of teaching: the numbers*. UVA Teaching Resource Center.

Palmer, M. S. (2010). *Student evaluations of teaching: written comments*. UVA Teaching Resource Center.

Palmer, M. S. (2008). *Pushing the boundaries*. Teaching Resource Center.

Palmer, M. S. (2006). *Little things matter in large course instruction*. UVA Teaching Resource Center.

Palmer, M. S. (2005). *Effective PowerPoint,* edited. UVA Teaching Resource Center.

Palmer, M. S. (2004). *Tips for accommodating deaf & hard of hearing students in your classroom,* edited. UVA Teaching Resource Center.

Palmer, M. S. (2004). *Not quite 101 ways to learn students' names*. UVA Teaching Resource Center.

Palmer, M. S. (2004). *Evaluating web pages for use in research,* edited. UVA Teaching Resource Center.

CONFERENCE PRESENTATIONS

Palmer, M. S., Wheeler, L., & Ellis, D. E. (2024). *Discovering your story: A structured, collaborative external review process.* National Conference for the Professional and Organizational Development Network in Higher Education, Chicago, IL, November 10-14.

Yik, B. J., Machost, H., Streifer, A. C., **Palmer, M. S.**, Morkowchuk, L., & Stains, M. (2024, June 13–15). *Does specifications grading yield the expected student outcomes? Insights from large-enrollment chemistry courses* [Conference presentation]. 5th Grading Conference, Online.

Yik, B. J., Machost, H., Streifer, A. C., **Palmer, M. S.**, Morkowchuk, L., & Stains, M. (2024, July 28–August 1). *Development and validation of the Perceptions of Grading Schemes instrument* [Conference presentation]. 28th Biennial Conference on Chemical Education, Lexington, KY, United States.

Palmer, M. S., (2023). *Characterizing and contextualizing pedagogical innovation in higher education.* National Conference for the Professional and Organizational Development Network in Higher Education. Pittsburg, PA, November 16-19.

Streifer, A., & **Palmer, M. S.** (2023). *15,925,248 ways to improve the equity of grading schemes*. Conference on Higher Education Pedagogy. Blacksburg, VA, February 16 – 17.

Streifer, A., & **Palmer, M. S.**, (2022). *15,925,248 ways to improve the equity of grading schemes*. National Conference for the Professional and Organizational Development Network in Higher Education. Seattle, WA, November 17-20.

Hurney, C. A., Troisi, J. D., Hostetler, L. A., **Palmer, M. S.**, & Wright, M.C. (2021). *What's the special sauce? Evolution toward high-impact course design institutes*. National Conference for the Professional and Organizational Development Network in Higher Education, Online, November 8-17.

Wright, M., Ouellette, M., & **Palmer, M. S.** (2019). *Advancing educational development through collaboration with institutional fundraising.* National Conference for the Professional and Organizational Development Network in Higher Education, Pittsburg, PA, November 13-17.

Streifer, A., **Palmer, M. S.**, & Bach, D. (2018). *Specifications grading: A strategy for inclusive, meaningful, transparent assessment*. Conference on Higher Education Pedagogy, Blacksburg, VA, January 30-February 1.

Streifer, A., **Palmer, M. S.**, & Bach, D. (2018). *Specifications grading: Developing strategies for inclusive, meaningful, transparent assessment practices*. National Conference for the Professional and Organizational Development Network in Higher Education, Portland, OR, November 14-18.

Jordan, E. S., & **Palmer, M. S.** (2018). *Conflict coaching in educational development*. National Conference for the Professional and Organizational Development Network in Higher Education, Portland, OR, November 14-18.

Cruz, L., Lohe, D., & **Palmer, M. S.** (2018). *Educational development thinks big: Cultivating an organizational development mindset.* The International Consortium for Educational Development Conference, Atlanta, GA, June 5-8.

Palmer, M. S. (2018). *Measuring transparency: A learning-focused assignment rubric.* The International Consortium for Educational Development Conference, Atlanta, GA, June 5-8.

Palmer, M. S. (2018). *Measuring transparency: A learning-focused assignment rubric.* The Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA, February 14.

Wheeler, L**., Palmer, M. S.**, & Connors, K. (2016). *Development and implementation of observational studies to assess classroom practices.* National Conference for the Professional and Organizational Development Network in Higher Education, Louisville, KY, November 9-13.

Palmer, M. S., Gravett, E., & LaFleur, J. (2016). *Measuring the transparency of assignment descriptions*. National Conference for the Professional and Organizational Development Network in Higher Education, Louisville, KY, November 9-13.

Palmer, M. S., Wheeler, L., & Aneece. (2015). *Not your granddaddy's syllabus: Investigating student perceptions of course syllabi*. National Conference for the Professional and Organizational Development Network in Higher Education, San Francisco, CA, November 4-8.

Palmer, M. S., Streifer, A., & Williams-Duncan, S. (2015). *Systematic assessment of a high impact course design institute*. National Conference for the Professional and Organizational Development Network in Higher Education, San Francisco, CA, November 4-8.

Palmer, M., Bach D., & Streifer, A. (2015). *Measuring the promise: Assessing syllabi using a valid & reliable rubric*. Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA, February 4.

Palmer, M., & Streifer, A. (2014). *Measuring the promise: Assessing syllabi using a valid & reliable rubric*. National Conference for the Professional and Organizational Development Network in Higher Education, Dallas, TX, November 5-9.

Palmer, M., Bach, D., & Inkelas, K. (2014). *From development intervention to student learning: Systematically measuring the arc of the educational transformation process.* Conference for the International Consortium of Educational Developers, Stockholm, Sweden, June 15-17.

Palmer, M., Bach, D., Streifer, A., & Alexander, L. (2013). *Measuring the promise in learner-centered syllabi.* National Conference for the Professional and Organizational Development Network in Higher Education, Pittsburg, PA, November 6-10.

Little, D., Meixner, C., **Palmer, M.**, & Plank, K. (2013). *Beyond the box: Creativity and assessment in educational development*. National Conference for the Professional and Organizational Development Network in Higher Education, Pittsburg, PA, November 6-10.

Palmer, M. (2013). *Learning to see the infinite: Teaching and measuring visual literacy.* Conference for International Society for the Scholarship of Teaching and Learning, Raleigh, NC, October 2-5.

Johnson, T., Nelms, J., Rohdieck, S., Linder, K., & **Palmer, M.** (2012). *Exploring the range of multi-day course design institutes.* National Conference for the Professional and Organizational Development Network in Higher Education, Seattle, WA, October 24-28.

Palmer, M. (2012). *Learning to see the infinite: Teaching and measuring visual literacy.* Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA, February.

Palmer, M., Little, D., Hurst, M., & Maher, M. (2012). *Investigating the long-term impact of a graduate student future faculty program.* Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA, February.

Palmer, M., & Trauernicht, E. (2011). *Learning to see the infinite: Teaching and measuring visual literacy.* UVA Inaugural Academic Symposium, University of Virginia, April.

Palmer, M., Little, D., & Maizels, M. (2011). *Preparing graduate students for academic careers: Assessing the impact*. UVA Inaugural Academic Symposium, University of Virginia, April.

Bach, D., Little, D. & **Palmer, M.** (2011). *Course design institute: Transforming teaching and learning*. Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA, February.

Palmer, M. (2010). *Glimpsing the infinite: Learning to see, seeing to create*. CASTL Institute: Creativity, Creighton University, Omaha, NE, June 3-5.

Kalish, A., Rohdieck, S., Border, L. L. B., Schram, L. N., von Hoene, L., **Palmer, M.**, Chandler, E., Maurer, V., & Horii, C. (2009). *Structured professional development for graduate and professional students: A taxonomy*. National Conference for the Professional and Organizational Development Network in Higher Education, Houston, TX, October 28-November 1.

Palmer, M. (2008). *Disciplinary thinking: Studying the ability of first-year chemistry students to think scientifically*. American Chemical Society National Meeting, Philadelphia, PA, August 17-20.

Palmer, M., Little, D., & Cvijetic, N. (2008). *Tomorrow's professor today: Developing a flexible faculty preparation program*. Center for the Integration of Research, Teaching and Learning National Forum, Madison, WI, June 15-17.

Little, D., & **Palmer, M.** (2007). *With mindful purpose: Coaching as a strategy for teaching consultations*. National Professional and Organizational Development Network in Higher Education Annual Conference (three and a half hour pre-conference workshop), Pittsburg, PA, October 25-28.

Palmer, M., & Little, D. (2007). *Tomorrow's professor today: Developing a flexible, scalable faculty preparation program.* National Professional and Organizational Development Network in Higher Education Annual Conference, Pittsburg, PA, October 25-28.

Little, D., & **Palmer, M.** (2006). *Theory in action: Coaching as a model for teaching consultations*. National Professional and Organizational Development Network in Higher Education Annual Conference, Portland, OR, October 25-29.

Palmer, M., Brunjes, P., & Roach, D. (2003). *Connections: Developing future biology faculty*. Center for the Integration of Research, Teaching, and Learning National Forum, Madison, WI, November 5-6.

Palmer, M. (2002). *Molecular design of metal-containing polyamine macrocycle catalysts for the direct oxidation of benzene to phenol.* Symposium on Molecular Modeling of Nanostructures, Nanocrystalline and Amorphous Materials, Fall National AIChE Meeting, Indianapolis, IN, November.

Palmer, M. S., Neurock, M., & Olken, M. (2002). *Dissociative adsorption of molecular oxygen over la_2o_3: Generation of active sites for oxidative coupling of methane.* Southeast Regional Catalysis Society Meeting, Clemson, SC, May.

Palmer, M. (2001). *Direct oxidation of benzene to phenol: NiO and metal-containing polyamine macrocycle catalysts*. DOE Project Review, Washington, D.C, November.

Palmer, M. S., Neurock, M., & Olken, M. (2001). *A first principles analysis of methane activation over La_2O_3*. Symposium on the Fundamentals of Oxide Catalysis, Fall National AIChE Meeting, Reno, NV, October.

Palmer, M. (2001). *Density functional theory study of methane activation over La_2O_3*. Department of Chemistry, University of Wisconsin, Madison, WI, September.

Palmer, M. S., Neurock, M., & Olken, M. (2001). *Density functional theory study of hydrogen abstraction from methane on La_2O_3*. Session on Natural Gas Conversion An Related Topics, North American Catalysis Society Meeting, Toronto, Ontario, Canada, June.

Palmer, M., & Harris, S. (1999). *Ab initio molecular orbital study of organometallic complexes containing benzo[b]thiophene*. Department of Chemistry, University of Wyoming, Laramie, WY, December.

Palmer, M., & Harris, S. (1999). *Theoretical examination of soluble transition-metal complexes utilized as models for binary transition-metal sulfide hydrodesulfurization*. Catalysts Symposium on Synthesis/Conversion of Hetero-organics: Homogeneous Catalyst Systems, North American Catalysis Society Meeting, Boston, MA, June.

Palmer, M., & Harris, S. (1998). *Ab initio investigation of the hydrodesulfurization process*. Division of Petroleum Chemistry, National American Chemical Society Meeting, Dallas, TX, March.

Palmer, M., Harris, S., & Carter, K. (1997). *Structure, bonding, and reactivity in transition-metal-inserted thiophene complexes, symposium on hydrocarbon reactions*. Western States Catalysis Club, Denver, CO, June.

Palmer, M., Harris, S., & Carter, K. (1996). *Electronic and steric effects in metal-inserted thiophene complexes.* Symposium on S, N, and O Bound Ligands, National American Chemical Society Meeting, New Orleans, LA, March.

INVITED KEYNOTES, PRESENTATIONS, WORKSHOPS & SEMINARS

* All session were 90-120 minutes except where noted.

Assessment & Evaluation of Student Learning

15,925,248 Ways to Improve the Equity of Grading Schemes, Keynote Address, Teachers of Accounting at Two Year Colleges Annual Conference, Arlington, VA.	2024
15,925,248 Ways to Improve the Equity of Grading Schemes (with A. Streifer), North Caroline Community College System (online).	2023
15,925,248 Ways to Improve the Equity of Grading Schemes (with A. Streifer), Hamilton College, Clinton, NY.	2023
Specifications Grading: An Alternative Grading Practice to Support Equitable Teaching and Learning (with A. Streifer), Hamilton College, Clinton, NY.	2023
15,925,248 Ways to Improve the Equity of Grading Schemes, Westchester Community College, Valhalla, NY.	2023
Grading to support racial equity (with Adriana Streifer), Berea College, online.	2022
What Happened to the E's? Keynote Address, Lilly Teaching Conference, Asheville, NC.	2018
Assessing Learning in STEM Courses, a day-long workshop for faculty, James Madison University, Harrisonburg, VA.	2014
Beyond Grades: Improving Learning and Teaching with Authentic Assessment, University of North Carolina-Asheville, Asheville, NC.	2009
Grading with Rubrics: Aligning Assessment with Learning, University of North Carolina-Asheville, Asheville, NC.	2008

Course & Syllabus Design

Creating syllabi for courses you'll love to teach and students will love to take, University of Richmond, Richmond, VA.	2020
Course Design Institute (with D. Lohe), a five-day workshop series for faculty, St. Louis University, St. Louis, MO.	2019

Course Design Institute, a three-day workshop series for faculty, New York Institute of Technology, New York, NY.   2019

Course Design Institute, a three-day workshop series for the Rhode Island teaching and Learning Consortium, Providence, RI.   2019

Creating a Learner-centered Syllabus (with David Pollock), IDEA Webinar. Retrieved from https://www.ideaedu.org/Resources-Events/Webinars#syllabus.   2018

Course (Re)Design Institute For Active Learning (with D. Little), University of Louisville, Louisville, KY.   2017

Creating syllabi for courses you'll love to teach and students will love to take, Faculty Development Day, King's College, Wilkes-Barre, PA.   2017

Course Design Institute (with P. Dinneen), a five-day workshop series for faculty, George Washington University, Washington, DC.   2016

Creating syllabi for courses you'll love to teach and students will love to take, California State University-Northridge.   2016

Learning-Centered Course Design Series (with D. Little), a three-day workshop series for faculty, Teikyo University, Tokyo, Japan.   2015

Course Design Institute (with C. Meixner), a five-day workshop series for faculty, George Washington University, Washington, DC.   2015

Course Design Institute, a three-day workshop series for faculty, University of Illinois-Chicago School of Public Health, Chicago, IL   2015

Developing learning-centered syllabi (and courses!), Western Carolina University, Cullowhee, NC.   2014

Course Design Institute (with D. Little), a three-day workshop series for faculty, SUNY-Oneonta, Oneonta, NY.   2014

STEM Course Design Institute, a two and a half-day workshop series for STEM faculty, Berea College, Berea KY.   2014

Designing Courses that Motivate and Engage Students (with P. Felten), a two-day workshop series focused on course design, King Faisal University, Saudi Arabia.   2014

The King Saud University/Auburn University Summer Teaching Institute, (with D. Little) a two-day workshop series focused on course design, Auburn University, Auburn, AL.   2012

First-Year Seminar Summer Institute (with D. Little), a week-long series focused on course design of first-year seminars, University of Richmond, Richmond, VA.   2012

Improving Teaching and Student Learning through Course Design Activities: A Research-Based Seminar Series (with P. Felten), a week-long series focused on course design, King Faisal University, Saudi Arabia.   2012

Course Design Series with working group, a four-part, semester-long series focused on course design, including working sessions, University of Richmond, Richmond VA.   2011

Designing Courses That Promote Deep Learning, a half-day session for visiting Chinese Faculty, School of Continuing & Professional Studies, University of Virginia, Charlottesville, VA.   2011

jmUDesign (with D. Little), a week-long course design institute, James Madison University, Harrisonburg, VA.   2011

Designing Courses That Promote Deep Learning, UVA Getting Started Series for New Faculty, University of Virginia, Charlottesville, VA.   2010-2012

Course Design: Creating Significant Learning Experiences, Oklahoma City University, Oklahoma City, OK.   2006

Creative Thinking

the other side of the box: fostering creativity in—and out of—the college classroom, Duke University, Durham, NC.   2012

Critical Thinking

Teaching through Critical Thinking Tasks, 3-hour session, St. Ambrose University, Davenport, IA. 2012

Teaching through Critical Thinking Tasks, 3-hour pre-conference session, Conference on Integrating the Scholarship of Teaching and Learning Into Academic Culture, Maryville University, St. Louis, MO. 2012

Educational Development

Conversations & Collaborations: The Age of the Network, INFD 2015
Intentional Design, INFD 2015
Consultation Basics I & II, 3-hour session, INFD 2009, 2011, 2013, 2015
Conducting Classroom Observations, INFD, Atlanta, GA. 2013
Planning and Facilitating Memorable Workshops, INFD, Atlanta, GA. 2013, 2015
Leading Small Group Instructional Diagnoses (SGIDs), INFD, Kennesaw State, University, Kennesaw, GA. 2011
A Coaching-based Framework for Individual Consultations, a full-day workshop, Northern Virginia Community College System, Fairfax, VA. 2011, 2013

Engaging Students (Motivation, Active Learning, Collaborative Learning)

Collaborative Learning, Keynote Address, Faculty Development Day, King's College, Wilkes-Barre, PA. 2017
When 'Just Do It' is Not Enough: Creating Powerful Reflective Learning Tasks, Elon University, Elon, NC. 2013
Some Why & Hows of Active Learning, Nutrition Dietetic Educators and Preceptors Area 6 & 7 Spring Meeting, Charlottesville, VA. 2013
The 5% Rule, St. Ambrose University, Davenport, IA. 2012
Motivation as a Means to Two Ends: Retention & Learning in STEM Courses, James Madison University, Harrisonburg, VA. 2012
Engaging Minds through Engaging Questions: Reimagining STEM Education, James Madison University, Harrisonburg, VA. 2012
Engaging Students, Engaging Minds, Piedmont Valley Community College, Charlottesville, VA. 2011
Engaging Students, Engaging Minds, University of Texas-Arlington, Arlington, TX. 2009
Owning Your Education: The Engaged Learner, University of Texas-Arlington, Arlington, TX. 2009
The "Science" of Questioning: Promoting Critical Thinking with Purposeful Questions, FBI National Academy, Quantico, VA. 2008
Student Response Systems: Engaging Students in Large Lecture Courses, UVA Parents Committee, University of Virginia, Charlottesville, VA. 2008
Active Learning: Tips & Strategies to Promote Significant Learning, UVA Health Science Library's Infofair, University of Virginia, Charlottesville, VA. 2008
Collaborative Learning: Helping Students Learn How to Learn, University of North Carolina-Asheville, Asheville, NC. 2008
Active Learning: Tips & Strategies to Promote Significant Learning, FBI National Academy, Quantico, VA. 2007

Reflective Thinking

Just Do It' is not enough: Creating powerful reflective learning tasks, Kansas University, Lawrence, KS. 2013

Scholarly Teaching & the Scholarship of Teaching and Learning

The 5% Rule, or Teaching As a Scholarly Act, Keynote Address, Conference on Integrating the Scholarship of Teaching and Learning Into Academic Culture, Maryville University, St. Louis, MO. 2012

Disciplinary thinking: Studying the ability of first-year chemistry students to think scientifically, University of Texas-Arlington, Arlington, TX. 2009

Science of Learning

Improving Learning by Understanding Forgetting, Westchester Community College, Valhalla, NY. 2023

The Science of Active Learning, Keynote Address, Faculty Development Day, King's College, Wilkes-Barre, PA. 2017

Teaching Large Enrollment Courses

Promoting Learning in Large Enrollment Courses, Kansas University, Lawrence, KS. 2013

Promoting Learning in Large Enrollment Courses, Duke University, Durham, NC. 2010 & 2011

Sailing in a Sea of Students: Effectively Navigating Large Enrollment Classes, University of Wyoming, Laramie, WY and University, Boise, ID. 2009

Teaching with Teaching Assistants: A Conversation, Boise State University, Boise, ID. 2009

Transparency

The Science and the Art of Transparency in Higher Education, Keynote Address, Faculty Development Conference, Meredith College, Raleigh, NC. 2018

The Science of Transparency, Keynote Address, Lilly Teaching Conference, Bethesda, MD. 2017

The Science of Transparency, Keynote Address, Teaching, Learning and Technology Conference, College of Charleston, Charleston, SC. 2017

Miscellaneous

Models for E-learning and Teaching, Including Distance Learning and Patient Education, Panelist, *Universitas* 21 Health Conference, University of Virginia, Charlottesville, VA. 2008

Effective Research Presentations, Undergraduate Research Network Workshop, University of Virginia, Charlottesville, VA. 2005-2008

UVA CTE-SPONSORED WORKSHOPS

Intensive, Multi-Day Workshops

UVA c³Design (with various CTE colleagues) 2020-present

UVA Annual Course Design Institute (with various CTE colleagues) 2008 & 2010-present

CDI 2.x: Specifications Grading (with A. Streifer) 2019, 2020, 2023

Course Design (with D. Little), Teaching in Academic Medicine Program 2008

The Teaching Portfolio: Analyzing and Documenting Your Teaching and *Helping Portfolio Writers* (with D. Little) 2007

Course Design Learning Community Facilitator, multi-week faculty working group focused on course design issues 2005

Approaches to Teaching

Discussion Leading, Brown College Student-Instructors 2010

Team Teaching (with D. Little), Teaching in Academic Medicine Program 2008

Teaching with Technology, Religious Studies Pedagogy Seminar Workshop 2005 & 2006

Teaching with Technology, School of Nursing 2005

Leading Discussions, Art History Departmental Workshop 2004

Teaching the First Days of Class, August Teaching Workshop 2006 & 2007

Assessment & Evaluation of Student Learning

15,925,248 Ways Grading Practices Can Support Deep Learning and Resilience, Innovation in Pedagogy Summit 2023

ePortfolio + Audio Feedback = Powerful Assessment Cycle 2018

Harnessing the Power of Learning Catalytics 2013

Understanding Student Evaluations, January Teaching Workshop 2006

Tips & Techniques for Grading Student Writing, August Teaching Workshop 2005

Course & Syllabus Design

Syllabus Design Workshop (with D. Little) 2011-2013

The Syllabus, CavEd Program 2010 & 2011

Course Design, University Teaching Fellows Program 2005

Diversity, Equity

Teaching in Turbulent Times (with L. Mandeltort) 2023

Difficult Dialogues (with D. Bach), Curry School of Education Diversity Taskforce 2011

Difficult Classroom Situations, August Teaching Workshop 2006-2009

Comfort in the Classroom, Panelist, Excellence in Diversity Panel Discussion 2004

Engaging Students

Engaging Students, Engaging Minds, August Teaching Workshop 2011

Some Whys and Hows of Active learning, Neuroscience Department 2010

the other side of the box: fostering creativity in—and out of—the college classroom, January
Teaching Workshop 2010

Active Learning, Teaching in Academic Medicine Program 2008

The "Science" of Questioning: Promoting Critical Thinking with Purposeful Questions,
University-wide Workshop 2008

Collaborative Learning: Helping Students Learn How to Learn, January Teaching Workshop 2008

Active Learning: Tips & Strategies to Promote Significant Learning, Universitas 21 2007

Active Learning 101, University of Virginia Library Workshop Series 2006 & 2007

Scaling the Active Learning Curve, January Teaching Workshop 2004

*Playing With a Purpose: Utilizing Game-Based and Experiential Learning Techniques in the
Classroom*, University-wide Workshop 2003

Graduate Student Professional Development

Beyond Grad School: What every grad should know (with D. Little), UVA Grad Days 2012

CV & Cover Letter Writing for Academic Audience, Graduate Student Professional
Development Series 2010 & 2011

Talking about Teaching at an Academic Interview (with D. Little), Graduate Student
Professional Development Series 2009

Administrative and Professional Careers in Higher Education, Graduate and Postdoctoral
Professional Development Programs 2008

Writing Student Recommendation Letters with D. Little 2007 & 2009

Reflective Teaching Statements & Teaching Portfolios

Reflective Teaching Statement: Effectively Communicating Your Work as a Teacher with (D.
Little), Graduate Student Professional Development Series 2009-2012

Reflective Teaching Statement: Effectively Communicating Your Work as a Teacher with (D.
Bach), January Teaching Workshop 2007

Teaching Portfolio Overview, UVA Postdoc Seminar Series 2007 & 2010

Teaching Large Enrollment Courses

Engaging Students in Large Courses (moderator), January Teaching Workshop 2011

Sinking in a Sea of Students: Managing Large Classes, January Teaching Workshop 2005