Summary

With twenty years' experience as an educator and academic leader in higher education and over ten years as director of the Vanderbilt University Center for Teaching, I bring a deep understanding of teaching and learning and faculty development to my work supporting the teaching missions of institutions. Drawing on and contributing to the scholarship of teaching as well as leveraging my own classroom experience, I work with faculty and programs to implement research-based teaching practices and with academic leaders to foster institutional structures and resources that support effective teaching.

Contact

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Education

- Ph.D., Mathematics, Vanderbilt University, 2003.
- M.S., Mathematics, Vanderbilt University, 2000.
- B.S., *magna cum laude*, Mathematics and Computer Science, Furman University, 1998.

Work Experience

- *Associate Director* (2024 to present), Center for Teaching Excellence, University of Virginia.
    - Responsibilities include recruiting and supporting expert contributors to curate collections of teaching and learning resources for Teaching Hub, supporting faculty across the disciplines in integrating generative AI in their teaching, and developing professional development programming for on-campus and remote faculty.
- *Principal* (2010 to present), Derek Bruff Consulting.
    - Roles include designing and leading interactive workshops and keynotes for higher education audiences aimed at developing intentional, creative, and effective educators; and consulting with higher education leaders around a variety of teaching, learning, and faculty development topics.
    - Work has included speaking engagements at 55 colleges, universities, and systems between 2020 and 2025, including community colleges, liberal arts colleges, public universities, private universities, and more.
- *Module Expert* (2023 to present), Nurse Anesthesia Educator Track, Middle Tennessee School of Anesthesia.
    - Roles include preparing asynchronous learning materials and synchronous review sessions on topics including theoretical foundations of education, teaching and assessment strategies, and educational technology for future nurse educators
- *Visiting Associate Director* (2022 to 2024), Center for Excellence in Teaching and Learning, University of Mississippi.
    - Responsibilities included developing professional development programming in support of university strategies priorities (active learning instruction in STEM courses,

incorporating generative AI in teaching) and helping departments connect to campus and national resources to meet key challenges (e.g. student success in intro courses)

- *Assistant Provost and Executive Director* (2021 to 2022), *Director* (2011 to 2021), Center for Teaching, Vanderbilt University.
    - Major responsibilities included providing strategic leadership for the center; recruiting, managing, and mentoring the center's personnel (13 full-time including educational developers, technologists, and administrative support staff); overseeing the center's $1.5 million budget; developing a range of professional development programming to meet diverse needs of faculty across all disciplines and at all career stages while also aligning with strategic university priorities; directing marketing and communications for the center; and advising senior university leaders on faculty development and educational initiatives.
    - Major accomplishments included voluntary participation in center programming by about 30% of all faculty annually; integrating learning management system and other instructional technology support into the center to support faculty teaching in a variety of modalities (in-person, synchronous and asynchronous online, hybrid); overseeing the launch of a digital media lab featuring technology and staff to help faculty create and use audio and video in their teaching; overseeing the launch of new professional development programming in 2020 to support the transition to online teaching for over 800 faculty; and leading the development of a teaching resources website that received 3 million pageviews each year.
- *Interim Director* (2021 to 2022), Digital Commons, Vanderbilt University.
    - Responsibilities included developing a strategic vision for the new unit as part of the Vanderbilt Libraries' faculty development efforts, planning and facilitating programming aimed at helping faculty learn to use digital technologies in their research and teaching, launching partnerships with digital technologies units around campus, hiring three full-time staff members, managing personnel and budget, and establishing communications and marketing strategies.
- *Principal Senior Lecturer* (2018 to 2022), *Senior Lecturer* (2005 to 2018), Department of Mathematics, Vanderbilt University.
    - Responsibilities included teaching one undergraduate course each year and serving on teaching-related department committees, including a calculus committee charged with increasing student persistence and success across demographic groups.
- *Assistant Director* (2005 to 2011), Center for Teaching, Vanderbilt University.
    - Major responsibilities included consulting with individual faculty on course design and teaching challenges, designing and facilitating workshops and other faculty development offerings, redesigning and leading flagship programs (e.g. a teaching certificate program for graduate students), leading orientations and learning communities for faculty and other instructors, and engaging in scholarly work on teaching and learning.
- *Preceptor* (2003 to 2005), Department of Mathematics, Harvard University.

- Responsibilities included training, supervising, and mentoring graduate students and postdocs teaching in the calculus program, as well as serving as course head and instructor for various calculus courses.

Books

- Bruff, D. (2019). *Intentional tech: Principles to guide the use of educational technology in college teaching*. Morgantown: West Virginia University Press.

  Intentional Tech provides seven research-based principles for teaching useful for guiding the adoption and use of educational technologies, and it illustrates those principles with practical examples from a variety of instructors and disciplines. The book is part of the "Teaching and Learning in Higher Education" series from West Virginia University Press edited by James Lang and Michelle Miller.

- Bruff, D. (2009) *Teaching with classroom response systems: Creating active learning environments*. San Francisco: Jossey-Bass.

  Teaching with Classroom Response Systems is a pedagogical overview of classroom polling systems, once known as "clickers" and now leveraging students' own digital devices for engagement and assessment. Filled with example questions and stories from classrooms across higher education, the book has a renewed utility in an era of Zoom polling tools.

Other Scholarly Publications

- Kaplan, M., Wright, M., & Bruff, D. (2024). Centering resiliency: Principles for academic leaders and teaching center directors. In Debelious, M., Kim, J., & Maloney, E. (Eds.), *Recentering learning: Complexity, resilience, and adaptability in higher education*. Baltimore: Johns Hopkins University Press.
- Bruff, D. (2023). Assignment makeovers in the AI age. *National Teaching & Learning Forum* 33:1, 8-9.
- Goldberg, B., Bruff, D., Greenler, R., Barnicle, K., Green, H., Campbell, L., Laursen, S., Ford, M., Serafini, A., Mack, C., Carley, T., Maimone, C., & Campa, H. (2023). Preparing future STEM faculty through flexible teaching professional development. *PLoS ONE* 18(10): e0276349.
- Bruff, D. (2023). Faculty development for building resiliency at a private research university. In Gurung, R., & Plaza, D. (Eds.), *Higher Education Beyond COVID: New Teaching Paradigms and Promise*. New York: Routledge. https://doi.org/10.4324/9781003446200-18
- Bruff, D. (2021). Foreword. In Hays, L., & Kammer, J. (Eds.), *Integrating Digital Literacy in the Disciplines*. New York: Routledge.
- Hutton, S., & Bruff, D. (2020). Teaching statistics with a BYOD (bring your own device) student response system. In Rodgers, J. (Ed.), *Teaching Statistics and Quantitative Methods in the 21st Century.* Routledge.
- McClure, N., & Bruff, D. (2020). Student as producers: Strategies and activities to promote inclusive patient interactions. *Nurse Educator*, 45:4, E43-E44.
- Bruff, D. (2019). Students as producers: Collaborating toward deeper learning. In Pierard, C., Jackson, A., & Schadl, S. (Eds.), *Scholarship in the Sandbox: Academic Libraries as*

Laboratories, Forums, and Archives for Student Work. Chicago: Association of College and Research Libraries. https://ir.vanderbilt.edu/handle/1803/9446

- Bruff, D. (2018). Peer instruction and technology. In Abell, M., Braddy, L., Ensley, D., Ludwig, L., & Soto H. (Eds.), *MAA Instructional Practices Guide.* Washington, DC: Mathematical Association of America.
- Bruff, D. (2015). An indirect journey to indirect impact: From math major to teaching center director. In Rogers, K., & Croxall, B. (Eds.), *#Alt-Academy*. MediaCommons. https://mediacommons.org/alt-ac/pieces/indirect-journey-indirect-impact
- Bruff, D. (2015). Conceptual or computational? Making sense of reading questions in an inverted statistics course. In Dewar, J., & Bennett, C. (Eds.), *Doing the scholarship of teaching and learning in mathematics*. Washington, DC: Mathematical Association of America.
- Anderson, B., Bruff, D., Geronimo, J., & Hardin, D. (2014). Wavelets centered on a knot sequence: Theory, construction, and applications. *Journal of Fourier Analysis and Applications*, online.
- Bruff, D., Fisher, D., McEwen, K., & Smith, B. (2013). Wrapping a MOOC: Student perceptions of an experiment in blended learning. *Journal of Online Learning and Teaching*, 9(2).
- Wright, M., Niemer, R., Bruff, D., & Walle, K. (2012). Tweeting #PODHBCU: Content and process of the 2011 POD HBCUFDN conference Twitter backchannel. *To Improve the Academy*, 31, 311-327.
- Bruff. D. (2011). Engaging statistics students with classroom response systems. In Cline, K., & Zullo, H. (Eds.), *Teaching mathematics with classroom voting: With and without clickers*. Washington, DC: Mathematical Association of America.
- Bruff, D. (2010). Multiple-choice questions you wouldn't put on a test: Promoting deep learning using clickers. *Essays on Teaching Excellence*, 21(3). https://podnetwork.org/content/uploads/V21-N3-Bruff.pdf
- Walker, D. G., Stremler, M. A., Johnston, J., Bruff, D., & Brophy, S. P. (2008). Case study on the pedagogical impact of tablet PCs as a presentation medium in engineering classrooms. *International Journal of Engineering Education*, 24(3), 606-615.
- Bruff, D. (2007). Clickers: A classroom innovation. *National Education Association Advocate*, 25(1), 5-8.
- Bruff, D. (2007). Valuing and evaluating teaching in the mathematics faculty hiring process. *Notices of the American Mathematical Society*, 54(10), 1308-1315.
- Bruff, D. (2007). A TA orientation plenary session on university policies and resources for teaching. In Ross, C., & Dunphy, J. (Eds.), *Strategies for teaching assistant and international teaching assistant development: Beyond microteaching*. San Francisco: Jossey-Bass.
- Bruff, D. (2003). Wavelets on nonuniform knot sequences. Vanderbilt University Ph.D. Dissertation.
- Bruff, D., & Hardin, D. (2002). Squeezable bases and semi-regular multiresolutions. In Zhou, D.-X., (Ed.), *Wavelet analysis: Twenty years' developments*. New York: World Scientific Press.

Grants

- Co-PI, "MOOC-Supported Learning Communities for Future STEM Faculty: Multiple Paths to Advance Evidence-Based Teaching Across the Nation," National Science Foundation WIDER Grant, $750K, 2013-2016

  This grant supported the design and implementation of two open, online courses on evidence-based teaching practices for future STEM faculty. The goal of the project was to equip the next generation of STEM faculty to be effective teachers, thus improving the learning experience for the thousands of students they will teach. The courses were developed by faculty and staff at four lead institutions, with contributions from dozens more. To date, more than 30,000 graduate students, postdocs, and faculty have participated in the courses, with approximately 3,000 completing one or more of the courses. https://www.stemteachingcourse.org/

Blogs and Podcasts

- *Agile Learning* [blog], author, 2008 to present. *Agile Learning* is my professional blog, where I have been writing about educational technology, faculty development, and more since 2008. https://derekbruff.org/
- *Intentional Teaching* [podcast], producer & host, 2022 to present. *Intentional Teaching* is an interview podcast aimed at educators to help them develop foundational teaching skills and explore new ideas in teaching. https://intentionalteaching.buzzsprout.com/
- *Leading Lines* [podcast], producer & host, 2016 to 2022. *Leading Lines* was a interview podcast that explored creative, intentional, and effective uses of technology to enhance student learning. https://ir.vanderbilt.edu/handle/1803/17556
- *One-Time Pod* [podcast], producer, 2017 to 2021. *One-Time Pod* was a podcast on the history of cryptography with episodes produced by students in my first-year writing seminar on cryptography. https://is.gd/onetimepod
- *VandyVox* [podcast], producer & host, 2019 to 2022. *VandyVox* showcased the best of academically oriented student-produced audio at Vanderbilt University, often produced as class assignments in courses taught by Center for Teaching clients. http://vandyvox.com/

Conference Talks

- Donahoe, E., Eyler, J., & Bruff, D. (2024, November). *Pedagogical improv: A game (and workshop) to expand teaching imaginations*. Presented at the Professional and Organizational Development Network Conference, Chicago Illinois.
- Bennett, J., Stanford, D., Bruff, D., Glazer, F., & McCarty, L. (2024, November). *Leaving a center, finding yourself*. Presented at the Professional and Organizational Development Network Conference, Chicago Illinois.
- Tyrrell, R., & Bruff, D. (2024, July). *Discipline matters (or does it?): Consulting outside your field*. Institute for New Educational Developers, online.
- Darby, F., & Bruff, D. (2024, July). *Intentional teaching with technology: How to help faculty tech enthusiasts, Luddites, and everyone in between*. Institute for New Educational Developers, online.

- Bruff, D., Bandy, J., & Pinto, R. (2022, September). *Students as producers: Reframing teaching at a research university*. Presented at the Researching, Advancing, and Inspiring Student Engagement (RAISE) Conference, University of Lincoln, UK.
- Bruff, D. (2022, July). *Intentional tech: Teaching principles for educational technology in college teaching*. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Institute, Orlando, FL.
- Bruff, D. (2021, July). *Intentional tech: Teaching principles for educational technology in college teaching*. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Virtual Institute, online.
- Bruff, D. (2021, June). *A year of blended economics education*. Panelist at the TeachECONference 2021, online.
- Bruff, D. (2021, January). *Intentional tech: Teaching principles for educational technology in adaptive teaching*. Presented at the Pedagogical & Active Learning Mobile Solutions (PALMS) Virtual Symposium, online.
- Bruff, D. (2020, October). *Intentional tech: Teaching principles for educational technology in online teaching*. Presented at the University Professional and Continuing Education Association (UPCEA) South Regional Conference, online.
- Bruff, D. (2019, August). *Intentional tech: Teaching principles for technology in the active learning classroom*. Presented at the International Forum on Active Learning Classrooms, Minneapolis, MN.
- Bruff, D. (2018, October). *More than just shiny objects: Using technology to support student learning*. Presented at the National Economics Teaching Association conference, Phoenix, AZ.
- Bruff, D. (2018, February). *Beyond the five-page paper: Multimodal assignments for deep learning*, presented at the Oregon Technology in Education Network annual conference, Forest Grove, OR.
- Bruff, D., Campa, H., & Goldberg, B. (2017, October). *MOOC-centered learning communities for graduate student professional development.* Presented at the Professional and Organizational Development Network Conference, Montreal, Canada.
- Bruff, D. (2017, March). *Preparing for the gauntlet: Six questions for strategic planning*. Presented at the Southeast Regional Faculty and Instructional Development Consortium, Lawrenceville, GA.
- Bruff, D. (2016, November). *See what I mean: Visual thinking tools for deep learning*. Presented at the Professional and Organizational Development Network Conference, Louisville, KY.
- Bruff, D. (2016, May). *Class time reconsidered: The flipped classroom and peer instruction.* Presented at the Laspau Consortium on STEM Higher Education in Panama, Panama City, Panama.
- Bruff, D. (2016, April). *More than just shiny objects: Using technology to support student learning*. Presented at the Tennessee Association of Independent Schools Technology Institute, Nashville, TN.

- Bruff, D. (2015, February). *Creating active learning environments: One way or another*. Presented at the Next Generation Learning Spaces Conference, Nashville, TN.
- Bruff, D. (2015, February). *Innovation, educational technology, and faculty development*. Presented at the EDUCAUSE Learning Initiative Annual Conference, Anaheim, CA.
- Bruff, D. (2015, February). *MOOCs as networks of local learning communities: An experiment in preparing future faculty*. Presented at the EDUCAUSE Learning Initiative Annual Meeting, Anaheim, CA.
- Bruff, D. (2014, December). *Teaching with clickers to motivate and engage students*. Presented at the 1st International Conference on Educational Innovation, Mexico City, Mexico.
- Bruff, D. (2014, October). *Beyond surface learning: Teaching with clickers to motivate and engage students*. Presented at the 9th De Lange Conference at Rice University, Houston, TX.
- Bruff, D. (2014, March). *MOOC-supported learning communities for future STEM faculty*. Presented at the Coursera Partners Conference, London, UK.
- Bruff, D. (2013, April). *Who are our students? Bridging local and global learning communities*. Presented at the EDUCAUSE Learning Initiative Spring Focus Session, online.
- Bruff, D. (2013, April). *Social pedagogies: Motivating students through social media and authentic audiences*. Presented at the Technology in Higher Education Conference, Doha, Qatar.
- Bruff, D. (2013, April). *Technologies for learning: Creating active learning environments in the classroom*. Presented at the Technology in Higher Education Conference, Doha, Qatar.
- Bruff, D., Brophy, J., Collier, A., Connelly, M., Julius, J., Niemer, R., Russell, J. (2012, October). From the conference to the campus: Educational development through the lens of crowdsourcing. Presented at the Professional & Organizational Development (POD) Network conference, Seattle, WA.
- Bruff, D. (2012, October). Social pedagogies: Motivating students through social media and authentic audiences. Presented at the Professional & Organizational Development (POD) Network conference, Seattle, WA.
- Austin, A., Border, L., Bruff, D., Connolly, M., Gillian-Daniels, D., Greenler, R., Ouellett, M., & Sorcenelli, M. (2012, October). CIRTL: A multi-institutional network's approach to preparing future scholars. Presented at the Professional & Organizational Development (POD) Network conference, Seattle, WA.
- Bruff, D. (2012, September). *Teaching with visual engagement techniques*. Presented at the Visual Learning Conference at Carleton College, Northfield, MN.
- Bruff, D., & Vazquez, J. (2011, October). *Everyone's a visual learner: Using visual thinking in the classroom*. Presented at the Professional & Organizational Development (POD) Network / Historically Black Colleges & Universities (HBCU) Faculty Development Network joint conference, Atlanta, GA.
- Bruff, D. (2011, October). *Leveraging diversity: The wisdom of crowds in university teaching*. Presented at the Center for the Integration of Research, Teaching, and Learning (CIRTL) Network Forum, Madison, WI.

- Longfield, J., Bruff, D., Crumley, H., & Rando, W. (2011, October). *TA certification programs: Key questions for design and implementation.* Presented at the Professional & Organizational Development (POD) Network / Historically Black Colleges & Universities (HBCU) Faculty Development Network joint conference, Atlanta, GA.
- Bruff, D., & Stassun, K. (2011, October). *CIRTL-at-Vanderbilt: Teaching-as-Research Fellows and the Fisk-Vanderbilt Masters-to-PhD Bridge Program*. Poster presented at the Center for the Integration of Research, Teaching, and Learning (CIRTL) Network Forum, Madison, WI.
- Bruff, D. (2011, June). *The Wisdom of crowds: Clickers, crowdsourcing, and educational technology*. Presented at the NAIRTL 5th Annual Conference & Galway Symposium on Higher Education, Galway, Ireland.
- Bruff, D., & Claiborne, L. (2011, March). *Teaching-as-research fellows: Encouraging scientific teaching*. Presented at the AAC&U / Project Kaleidoscope "Engaged STEM Learning" Conference, Miami, FL.
- Bruff, D., Harapnuik, D., & Julius, J. (2010, November). *Revolution or evolution? Social technologies and pedagogical change*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, St. Louis, MO.
- Julius, J., Bruff, D., Kelly, K., & Khera, O. (2010, December). *Minding the gap: Social media revolution <=> education evolution*. Presented virtually at the 25th Directors of Educational Technology – California Higher Education (DET/CHE) Annual Conference, San Diego, CA.
- Bruff, D. (2010, December). *Teaching with clickers: Using classroom response systems for engagement and assessment*. Presented at the 115th Southern Association of Colleges and Schools (SACS) Commission on Colleges Annual Meeting, Louisville, KY.
- Bruff, D. (2010, November). *Clickers and backchannel: Engaging students with classroom response systems*. Presented at the 30th Lilly Conference on College Teaching, Miami, OH.
- McDaniel, R., & Bruff, D. (2010, November). *Publicity 2.0: Creating an efficient publicity machine.* Presented at the Professional and Organizational Development (POD) Network Annual Conference, St. Louis, MO.
- Bruff, D. (2010, November). *Motivating engagement and learning using classroom response systems*. Presented virtually at the 3rd Engaging Students Through In-Class Technologies (ESTICT) Conference, Bath, England.
- Bruff, D., & Lucas, A. (2010, January). *Teaching with clickers and classroom voting*. Minicourse presented at the Joint Mathematics Meetings, San Francisco, CA.
- Bruff, D. (2009, October). *Clicker pedagogies: Supporting faculty use of classroom response systems*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, Houston, TX.
- Bruff, D. (2009, March). *Using clickers to teach statistics*. Presented at the Mathematical Association of America Southeastern Section Conference, Nashville, TN.
- Bruff, D. (2009, February). *Lessons from teaching with clickers: Using mobile devices as part of classroom response systems*. Presented the ConnectEd Summit, Abilene, TX.
- Bruff, D., Cline, K., Parker, M., & Zullo, H. (2009, January). *Teaching with clickers and classroom voting*. Minicourse presented at the Joint Mathematics Meetings, Washington, DC.

- Bruff, D. (2009, January). *Making the most of pre-class reading assignments in statistics.* Presented at the Joint Mathematics Meetings, Washington, DC.
- Bruff, D. (2008, November). *A taxonomy of clicker questions and activities: Reflecting on current and future uses of classroom response systems*. Presented at the Inaugural Conference on Classroom Response Systems, Louisville, KY.
- Bruff, D. (2008, June). *Valuing and evaluating teaching in the mathematics faculty hiring process*. Poster presented at the Center for the Integration of Research, Teaching, and Learning Forum, Madison, WI.
- Bruff, D. (2008, May). *Connecting in- and out-of-class learning experience through pre-class reading quizzes in statistics*. Presented at the 7th London Scholarship of Teaching and Learning (SoTL) Conference, London.
- Bruff, D., Cline, K., Leingang, M., Parker, M., & Zullo, H. (2008, January) *Teaching with clickers*. Minicourse presented at the Joint Mathematics Meetings of the American Mathematical Society (AMS) and the Mathematical Association of America (MAA), San Diego, CA.
- Bruff, D., Gillian-Daniel, D., Robinson, J., & Wulff, D. (2007, October). *Supporting graduate student scholarship of teaching and learning*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, Pittsburgh, PA.
- Bruff, D. (2007, June). *Pre-class reading assignments in mathematics*. Presented at the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institute, Chicago, IL.
- Bruff, D. (2007, March). *Supporting faculty use of classroom response systems*. Presented at the Southern Regional Faculty and Instructional Development Consortium (SRFIDC) Conference, Chattanooga, TN.
- Bruff, D. (2007, January). *Valuing and evaluating teaching in the mathematics faculty hiring process*. Presented at the Joint Mathematics Meetings of the American Mathematical Society (AMS) and the Mathematical Association of America (MAA), New Orleans, LA.
- Bruff, D. (2007, January). *What are students likely to learn by reading their textbooks before class?* Presented at the Joint Mathematics Meetings of the American Mathematical Society (AMS) and the Mathematical Association of America (MAA), New Orleans, LA.
- Bruff, D. (2006, October). *Supporting faculty use of classroom response systems*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, Portland, OR.
- Armstrong, P., Bruff, D., Johnston, J., & Pingree, A. (2006, October). *Integrating SoTL into a teaching certificate program.* Poster presented at the Professional and Organizational Development (POD) Network Annual Conference, Portland, OR.
- Bruff, D. (2005, March). *Multiwavelet bases centered on nonuniform knot sequences*. Presented at the Southeastern Section Meeting of the American Mathematical Society (AMS), Bowling Green, KY.
- Bruff, D., & Leingang, M. (2005, January). *Advantages, challenges, and dividends of online placement*. Presented at the Joint Mathematics Meetings of the American Mathematical Society (AMS) and the Mathematical Association of America (MAA), Atlanta, GA.

- Bruff. D. (2004, October). *Multiwavelet bases centered on nonuniform knot sequences*. Presented at the Southeastern Section Meeting of the American Mathematical Society (AMS), Nashville, TN.
- Bruff, D. (2004, May). *Constructing wavelets centered on nonuniform knot sequences*. Presented at the International Conference on Computational Harmonic Analysis, Nashville, TN.
- Bruff, D. (2003, January). *Semi-regular multiresolutions generated by minimially supported scaling vectors*. Presented at the Joint Mathematics Meetings of the American Mathematical Society (AMS) and the Mathematical Association of America (MAA), Baltimore, MD.
- Bruff. D. (2002, November). *Semi-regular multiresolutions generated by minimially supported scaling vectors*. Presented at the 6th Wavelet Ideal Data Representation Center Workshop, Columbia, SC.
- Bruff, D. (2002, August). *An undergraduate seminar in mathematics*. Presented at MathFest, the annual meeting of the Mathematical Association of America (MAA), Burlington, VT.

Media Interviews

- "Silos to Symphonies: Orchestrating Student Success." Eric Gardiner, *Higher Listenings* (podcast), April 29, 2025. https://podcasts.apple.com/ca/podcast/silos-to-symphonies-orchestrating-student-success/id1768098540?i=1000705367799
- "The Future of Educational Technology: A Conversation with Derek Bruff." Gregor Thuswaldner, *EdUp Provost* (podcast), January 15, 2025. https://edupprovost.podbean.com/e/5-the-future-of-educational-technology-a-conversation-with-derek-bruff/
- "Episode 543: Curation, Collections, and Collaboration: Insights from UVA's Teaching Hub." Bonni Stachowiak, *Teaching in Higher Ed* (podcast), November 7, 2024. https://teachinginhighered.com/podcast/curation-collections-and-collaboration-insights-from-uvas-teaching-hub/
- "Three Questions for UVA's Derek Bruff." Joshua Kim, *Inside Higher Ed*, September 5, 2024. https://www.insidehighered.com/opinion/blogs/learning-innovation/2024/09/05/three-questions-uvas-derek-bruff
- "A College Is Tapping AI Teaching Assistants. Will It Make a Difference?" Alex Walters, *Chronicle of Higher Education*, July 10, 2024. https://www.chronicle.com/article/a-professors-digital-mini-me
- "Preparing Students to Be Literate and Critical AI Users." Matt Wittstein, *Limed: Teaching with a Twist* (podcast), September 18, 2023. https://www.centerforengagedlearning.org/preparing-students-to-be-literate-and-critical-ai-users/
- "Episode 481: Assignment Makeovers in the AI Age." Bonni Stachowiak, *Teaching in Higher Education* (podcast), August 31, 2023. https://teachinginhighered.com/podcast/assignment-makeovers-in-the-ai-age/
- "Professors Craft Courses on ChatGPT with ChatGPT." Lauren Coffey, *Inside Higher Ed*, July 31, 2023. https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/07/31/professors-craft-courses-chatgpt-chatgpt#

- "Instructors Rush to Do 'Assignment Makeovers' to Respond to ChatGPT." Jeffrey R. Young, *EdSurge*, July 27, 2023. https://www.edsurge.com/news/2023-07-27-instructors-rush-to-do-assignment-makeovers-to-respond-to-chatgpt
- "Do Chatbot Tutors Work Better When They're Upbeat--and Female?" Jeffrey R. Young, *EdSurge*, April 27, 2023. https://www.edsurge.com/news/2023-04-27-do-chatbot-tutors-work-better-when-they-re-upbeat-and-female
- "Vloggers Hank and John Green Want You to Take College Courses on YouTube." Chris Stokel-Walker, *BuzzFeed*, January 25, 2023. https://www.buzzfeednews.com/article/chrisstokelwalker/hank-and-john-green-study-hall-youtube-college-credit
- "3 Tech Trends Shaping Modern Higher Ed Classrooms." Andy Viano, *EdTech Magazine*, December 22, 2022. https://edtechmagazine.com/higher/k12/article/2022/12/3-tech-trends-shaping-modern-higher-ed-classrooms
- "With Online Social Annotation, Students Read Together." Susan D'Agostino, *Inside Higher Ed*, October 12, 2022. https://www.insidehighered.com/news/2022/10/12/social-annotation-technology-helps-students-read-together
- "Episode 434: Leading Lines – A Retrospective." Bonni Stachowiak, *Teaching in Higher Education* (podcast), October 2, 2022. https://teachinginhighered.com/podcast/leading-lines-a-retrospective/
- "Episode 58: Active Learning in Socially Distanced Classrooms and Online Courses." Barbi Honeycutt, *Lecture Breakers* (podcast), October 27, 2020. https://barbihoneycutt.com/blogs/podcast/episode-58-active-learning-in-socially-distanced-classrooms-and-online-courses-with-dr-derek-bruff
- "Episode 148. Active Learning: 6 Feet of Separation." John Kane and Rebecca Mustare, *Tea for Teaching* (podcast), August 12, 2020. https://teaforteaching.com/148-active-learning-6-feet-of-separation/
- "Making Hybrid Teaching Work for You." Beth McMurtrie, *Chronicle of Higher Education*, July 30, 2020. https://www.chronicle.com/newsletter/teaching/2020-07-30
- "How to Engage Students in a Hybrid Classroom." Beth McMurtrie, *Chronicle of Higher Education*, July 9, 2020. https://www.chronicle.com/newsletter/teaching/2020-07-09
- "Intentional Tech." Lilah Burke, *Inside Higher Ed*, November 13, 2019. https://www.insidehighered.com/digital-learning/article/2019/11/13/qa-derek-bruff-author-intentional-tech
- "Episode 277. Intentional Tech." Bonni Stachowiak, *Teaching in Higher Ed* (podcast), October 3, 2019. https://teachinginhighered.com/podcast/intentional-tech/
- "Episode 81. Intentional Tech." John Kane and Rebecca Mushtare, *Tea for Teaching* (podcast), May 15, 2019. https://teaforteaching.com/81-intentional-tech/
- "Digital Distraction Is a Problem Far Beyond the Classroom. But Professors Can Help." Beckie Supiano, *Chronicle of Higher Education*, April 7, 2019. https://www.chronicle.com/article/Digital-Distraction-Is-a/246074/

- "Laptops and Phones in the Classroom: Yea, Nay, or a Third Way?", Anya Kamenetz, *NPR Education*, January 24, 2018. https://www.npr.org/sections/ed/2018/01/24/578437957/laptops-and-phones-in-the-classroom-yea-nay-or-a-third-way
- "Using Twitter to Talk About Teaching," James Lang, *Chronicle of Higher Education*, April 10, 2012. https://www.chronicle.com/article/using-twitter-to-talk-about-teaching/
- "Growing Pains for 'Clickers'," Jeff Young and Warren Arbogast, *Tech Therapy Podcast*, December 7, 2011. https://www.chronicle.com/blogs/techtherapy/2011/12/07/episode-90-growing-pains-for-%E2%80%98clickers%E2%80%99/
- "Going Beyond Classroom Clickers," David Shieh, *Chronicle of Higher Education*, March 13, 2009. https://www.chronicle.com/article/going-beyond-classroom-clickers/
- "Writing the Book on Clickers," Scott Jaschik, *Inside Higher Ed*, February 24, 2009. http://www.insidehighered.com/news/2009/02/24/bruff

Courses Taught

- Writing Seminars
    - Cryptography: The History and Mathematics of Codes and Code-Breaking – This was my most frequently taught course at Vanderbilt. As a first-year writing seminar in the mathematics department, it combined pure mathematics, code-breaking, writing instruction, history, and current events. It was a laboratory for me to experiment with a variety of in-person and online teaching practices, as well as assignment types, including a long-running course podcast. http://derekbruff.org/blogs/fywscrypto/
- Undergraduate Courses
    - Integrated Precalculus and Calculus I, II
    - Calculus I, II
    - Accelerated Calculus I, II
    - Linear Algebra
    - Linear Algebra and Multivariable Calculus for the Social Sciences
    - Probability and Statistics for the Engineering Sciences
    - Introduction to Probability and Mathematical Statistics
- Graduate Courses
    - Theory and Practice of Teaching Probability
    - Introduction to Wavelets and Their Applications
- Open Online Courses for Graduate Students and Faculty
    - An Introduction to Evidence-Based Undergraduate STEM Teaching
    - Advancing Learning through Evidence-Based STEM Teaching

Professional Activities

- Teaching, Engaging, and Thriving in Higher Ed series, Oklahoma University Press
    - Editorial Advisory Board (2023-present)

- Teaching and Learning in Higher Education series, West Virginia University Press
    - Editorial Advisory Board (2020-2023)
- University Professional and Continuing Education Association (UPCEA)
    - Distance Teaching & Learning (DT&L) and Summit for Online Leadership and Administration + Roundtable (SOLA+R) Program Committee (2023)
- Professional & Organizational Development (POD) Network
    - Board of Directors (2010-2013)
    - Ad Hoc Committee on Special Interest Groups, Chair (2012-2013)
    - POD-IDEA Center Notes on Instruction, Series Co-Editor (2011-2012)
    - Electronic Communications and Resources Committee (2010-2011)
    - Topical Interest Groups, Coordinator (2010-2011)
    - Conference Twitter Team, Coordinator (2010-2011)
- Center for the Integration of Research, Teaching, and Learning (CIRTL)
    - Network Forum Planning Committee (2011)
    - Network Forum Program Committee (2014)
- Peer Reviewer:
    - *Teaching & Learning Inquiry*
    - *PRIMUS*
    - *Learning, Media & Technology*
    - *Advances in Accounting Education*
    - *Innovative Higher Education*
    - *Journal on Excellence in College Teaching*
    - *To Improve the Academy*
    - *The Physics Teacher*