

MICHAEL S. PALMER

PROFESSOR, GENERAL FACULTY & BARBARA FRIED DIRECTOR, UVA CENTER FOR TEACHING EXCELLENCE

Center for Teaching Excellence
University of Virginia
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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 one 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 & Director 2017-present
Center for Teaching Excellence, University of Virginia

Supervision

- 5 full-time faculty
- 5 full-time professional staff

Awards & Recognition

- Bob Pierlioni Spirit of POD Award 2023
- POD Network Innovation Award Winner w/ Adarsh Char (*c³Design: A Highly Interactive, Online Course Design Learning Environment*) 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

- Thrive Grants**
Oversees the Thrive grants program, which provide funding to UVA instructors who wish to innovate their undergraduate courses.
 - CTE Faculty Fellows**
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**
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 (\$100,000/year), and conducting on-going assessment.
 - c³Design**
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 (\$500,000), disseminating tool, and assessing overall project.
 - Ignite Program**
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**
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 (\$300,000 for three years), and conducting on-going assessment. Oversee graduate student associate.
 - Tomorrow's Professor Today Program**
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 (\$20,000/year), and conducting on-going assessment.
 - CTE Graduate Student Associate Program**
Solicit applications; select, train, and oversee associates' work.
 - CavEd Pedagogy Seminar**
Works with CavEd representative to support student-teachers and enhance program assessment; oversee graduate student instructor.
 - Learning Assessment Grants**
Co-developed and directed grants program (awarding \$10,000/year) 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**
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**
Oversaw year-long faculty course design learning community during the Center

2023- present

2020-2023

2008-2022

2014-present

2015-2017, 2021

2013-2015

2005-2017

2012-2017

2009-present

2008-2012

2004-2008

2006

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
• Designed and maintained center website.	2003-2013
<i>Courses Designed and Taught</i>	
• Falling from Infinity, a 1 st -year seminar with 14-18 students	Spring & Fall 2009, Fall 2018, 2019, 2022
• Living Your Best College Life, a 2 nd -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 2021
• The Science of Learning, a 1 st -year seminar with 18 students	Fall 2015 & Spring 2018
• Chemical Principles Laboratory, a 1 st -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 1 st -semester, applied calculus course with 50 students	Fall 2003
Associate Professor, General Faculty & Director Center for Teaching Excellence, University of Virginia	2016-2017
Associate Professor, General Faculty, Managing Director, & Lecturer in Chemistry Center for Teaching Excellence (formerly Teaching Resource Center), University of Virginia	2015-2016
Associate Professor, General Faculty, Associate Director, & Lecturer in Chemistry Teaching Resource Center, University of Virginia	2012-2015
Associate Professor, General Faculty & TRC Assistant Director Teaching Resource Center, University of Virginia	2009-2012
Assistant Professor, General Faculty & TRC Faculty Consultant Teaching Resource Center, University of Virginia	2003-2009
Adjunct Faculty Chemical Engineering Department, University of Virginia <i>Courses Designed and Taught</i> • Calculus II, a 2 nd -semester, applied calculus course with 50 students	2002-2003 Fall 2002 & Spring 2003
Experiential Learning Facilitator Falls River Center, Charlottesville, VA	2002-2012

PROFESSIONAL SERVICE

POD Network (http://podnetwork.org/)	
Member, <i>To Improve the Academy</i>	2023-present
Editor-in-chief, <i>To Improve the Academy</i>	2021-2023
Chair, <i>To Improve the Academy</i> Editorial Board	2021-2023
Associate Editor, <i>To Improve the Academy</i>	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
<i>International Institute for New Faculty Developers, a week-long institute for new educational developers from around the world</i>	
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
<i>National Course Design Workshop</i>	
Facilitator, a two and a half day-long course design workshop, Chicago, IL.	2014
<i>University of Virginia</i>	
Member, Generative AI Task Force for Teaching and Learning	2023-present
Member, Holistic Teaching Evaluation Working Group	2022-present
Member, HHMI Driving Change Advisory Committee	2023-present
Chair, University Teaching and Learning Technology Committee	2023-present
Member, LMS Steering Committee	2022-2023
Co-Chair, University Teaching and Learning Technology Committee	2021-2022
<i>Ex officio</i> Member, University Teaching Awards Steering 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
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Manuscript Reviewer

To Improve the Academy	2010-present
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Scholar

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

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

GRANTS

Co-PI: <i>Using Neuroscience in Real-world Settings to Improve Student Attention and Engagement</i> . Funded internally through the UVA President and Provost's Fund for Institutionally Related Research (\$198,118)	2022
PI: <i>Undergraduate Learning Assistants Program</i> . 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: <i>Ignite: Launching the Next Generation of UVA Faculty for Teaching Success</i> . Funded by the Jefferson Trust, an Initiative of the UVA Alumni Association (\$149,760).	2015-17
PI: <i>c³Design: An Interactive Online Class, Course, and Curriculum Design Tool</i> . Funded internally through UVA's 4-VA Initiative (\$300,000).	2014-15
PI: <i>Nucleus: Improving STEM Education in Introductory-level Courses</i> . Funded internally through UVA's 4-VA Initiative (\$300,000).	2013-16
Co-PI: <i>Quantifying the use of Evidence-Based Teaching in STEM Disciplines at UVA</i> . Funded internally through UVA's 4-VA Initiative (\$50,000).	2013-14
Co-PI: <i>POD Faculty/Instructional Development Internship Grant</i> (\$5,000). Support the establishment of an internship for a UVA graduate student of color considering a career in instructional development in higher education.	2010
Co-PI: <i>SEAS Technology Leaders Program</i> (\$10,000).	2007
PI: <i>Student Response Systems: Engaging Students in Large Lecture Courses</i> . Funded by the UVA Parents Committee (\$3,000).	2007

ARTICLES

Peer-Reviewed

- 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>
- 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: Cham, Switzerland.
- 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). San Francisco, CA: 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. San-Francisco: Jossey-Bass.
- Palmer, M.S.** (2012). Graduate Student Professional Development: A Decade after Calls for National Reform, *Studies in Graduate and Professional Student Development*, Stillwater, OK: New Forums Press.
- 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., Stillwater, OK: New Forums Press.
- Little, D., & **Palmer, M.** (2011). A Coaching-based Framework for Individual Consultations. *To Improve the Academy*, 29. San-Francisco: Jossey-Bass.
- Palmer, M.S.**, Neurock, M., & Olken, M. (2002). Periodic Density Functional Theory Study of Methane Activation over La₂O₃: Activity of O²⁻, O⁻, O₂²⁻, Oxygen Point Defect, and Sr²⁺-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 La₂O₃, *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, M. Palmer, K. Carter, S. Harris, *Organometallics*, 16, 2448-2459.

Non-Peer-Reviewed

- 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.**, (2023). Characterizing and contextualizing pedagogical innovation in higher education. National Conference for the Professional and Organizational Development Network in Higher Education, 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*, 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 Macrocyclic 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 La₂O₃: Generation of Active Sites for Oxidative Coupling of Methane*. Southeast Regional Catalysis Society Meeting, Clemson, SC, May 2002.
- Palmer, M. (2001). *Direct Oxidation of Benzene to Phenol: NiO and Metal-Containing Polyamine Macrocyclic Catalysts*. DOE Project Review, Washington, D.C., November.
- Palmer, M. S., Neurock, M., & Olken, M. (2001). *A First Principles Analysis of Methane Activation over La₂O₃*. 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 La₂O₃*. 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 La₂O₃*. Session on Natural Gas Conversion and 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 sessions were 90-120 minutes except where noted.

Assessment & Evaluation of Student Learning

15,925,248 Ways to Improve the Equity of Grading Schemes (with A. Streifer), North Carolina 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
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

<i>Grading with Rubrics: Aligning Assessment with Learning</i> , University of North Carolina-Asheville, Asheville, NC.	2008
Course & Syllabus Design	
<i>Creating syllabi for courses you'll love to teach and students will love to take</i> , University of Richmond, Richmond, VA.	2020
<i>Course Design Institute</i> (with D. Lohe), a five-day workshop series for faculty, St. Louis University, St. Louis, MO.	2019
<i>Course Design Institute</i> , a three-day workshop series for faculty, New York Institute of Technology, New York, NY.	2019
<i>Course Design Institute</i> , a three-day workshop series for the Rhode Island teaching and Learning Consortium, Providence, RI.	2019
<i>Creating a Learner-centered Syllabus</i> (with David Pollock), IDEA Webinar. Retrieved from https://www.ideaedu.org/Resources-Events/Webinars#syllabus .	2018
<i>Course (Re)Design Institute For Active Learning</i> (with D. Little), University of Louisville, Louisville, KY.	2017
<i>Creating syllabi for courses you'll love to teach and students will love to take</i> , Faculty Development Day, King's College, Wilkes-Barre, PA.	2017
<i>Course Design Institute</i> (with P. Dinneen), a five-day workshop series for faculty, George Washington University, Washington, DC.	2016
<i>Creating syllabi for courses you'll love to teach and students will love to take</i> , California State University-Northridge.	2016
<i>Learning-Centered Course Design Series</i> (with D. Little), a three-day workshop series for faculty, Teikyo University, Tokyo, Japan.	2015
<i>Course Design Institute</i> (with C. Meixner), a five-day workshop series for faculty, George Washington University, Washington, DC.	2015
<i>Course Design Institute</i> , a three-day workshop series for faculty, University of Illinois-Chicago School of Public Health, Chicago, IL	2015
<i>Developing learning-centered syllabi (and courses!)</i> , Western Carolina University, Cullowhee, NC.	2014
<i>Course Design Institute</i> (with D. Little), a three-day workshop series for faculty, SUNY-Oneonta, Oneonta, NY.	2014
<i>STEM Course Design Institute</i> , a two and a half-day workshop series for STEM faculty, Berea College, Berea KY.	2014
<i>Designing Courses that Motivate and Engage Students</i> (with P. Felten), a two-day workshop series focused on course design, King Faisal University, Saudi Arabia.	2014
<i>The King Saud University/Auburn University Summer Teaching Institute</i> , (with D. Little) a two-day workshop series focused on course design, Auburn University, Auburn, AL.	2012
<i>First-Year Seminar Summer Institute</i> (with D. Little), a week-long series focused on course design of first-year seminars, University of Richmond, Richmond, VA.	2012
<i>Improving Teaching and Student Learning through Course Design Activities: A Research-Based Seminar Series</i> (with P. Felten), a week-long series focused on course design, King Faisal University, Saudi Arabia.	2012
<i>Course Design Series with working group</i> , a four-part, semester-long series focused on course design, including working sessions, University of Richmond, Richmond VA.	2011
<i>Designing Courses That Promote Deep Learning</i> , a half-day session for visiting Chinese Faculty, School of Continuing & Professional Studies, University of Virginia, Charlottesville, VA.	2011
<i>jmUDesign</i> (with D. Little), a week-long course design institute, James Madison University, Harrisonburg, VA.	2011
<i>Designing Courses That Promote Deep Learning</i> , UVA Getting Started Series for New Faculty, University of Virginia, Charlottesville, VA.	2010-2012

<i>Course Design: Creating Significant Learning Experiences</i> , Oklahoma City University, Oklahoma City, OK.	2006
Creative Thinking	
<i>the other side of the box: fostering creativity in—and out of—the college classroom</i> , Duke University, Durham, NC.	2012
Critical Thinking	
<i>Teaching through Critical Thinking Tasks</i> , 3-hour session, St. Ambrose University, Davenport, IA.	2012
<i>Teaching through Critical Thinking Tasks</i> , 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	
<i>Conversations & Collaborations: The Age of the Network</i> , INFD	2015
<i>Intentional Design</i> , INFD	2015
<i>Consultation Basics I & II</i> , 3-hour session, INFD	2009, 2011, 2013, 2015
<i>Conducting Classroom Observations</i> , INFD, Atlanta, GA.	2013
<i>Planning and Facilitating Memorable Workshops</i> , INFD, Atlanta, GA.	2013, 2015
<i>Leading Small Group Instructional Diagnoses (SGIDs)</i> , INFD, Kennesaw State University, Kennesaw, GA.	2011
<i>A Coaching-based Framework for Individual Consultations</i> , a full-day workshop, Northern Virginia Community College System, Fairfax, VA.	2011, 2013
Engaging Students (Motivation, Active Learning, Collaborative Learning)	
<i>Collaborative Learning</i> , Keynote Address, Faculty Development Day, King's College, Wilkes-Barre, PA.	2017
<i>When 'Just Do It' is Not Enough: Creating Powerful Reflective Learning Tasks</i> , Elon University, Elon, NC.	2013
<i>Some Why & Hows of Active Learning</i> , Nutrition Dietetic Educators and Preceptors Area 6 & 7 Spring Meeting, Charlottesville, VA.	2013
<i>The 5% Rule</i> , St. Ambrose University, Davenport, IA.	2012
<i>Motivation as a Means to Two Ends: Retention & Learning in STEM Courses</i> , James Madison University, Harrisonburg, VA.	2012
<i>Engaging Minds through Engaging Questions: Reimagining STEM Education</i> , James Madison University, Harrisonburg, VA.	2012
<i>Engaging Students, Engaging Minds</i> , Piedmont Valley Community College, Charlottesville, VA.	2011
<i>Engaging Students, Engaging Minds</i> , University of Texas-Arlington, Arlington, TX.	2009
<i>Owning Your Education: The Engaged Learner</i> , University of Texas-Arlington, Arlington, TX.	2009
<i>The "Science" of Questioning: Promoting Critical Thinking with Purposeful Questions</i> , FBI National Academy, Quantico, VA.	2008
<i>Student Response Systems: Engaging Students in Large Lecture Courses</i> , UVA Parents Committee, University of Virginia, Charlottesville, VA.	2008
<i>Active Learning: Tips & Strategies to Promote Significant Learning</i> , UVA Health Science Library's Infofair, University of Virginia, Charlottesville, VA.	2008
<i>Collaborative Learning: Helping Students Learn How to Learn</i> , University of North Carolina-Asheville, Asheville, NC.	2008
<i>Active Learning: Tips & Strategies to Promote Significant Learning</i> , FBI National Academy, Quantico, VA.	2007
Grading	

<i>Grading to support racial equity</i> (with Adriana Streifer), Berea College, online.	2022
Reflective Thinking	
<i>Just Do It' is not enough: Creating powerful reflective learning tasks</i> , Kansas University, Lawrence, KS.	2013
Scholarly Teaching & the Scholarship of Teaching and Learning	
<i>The 5% Rule, or Teaching As a Scholarly Act</i> , Keynote Address, Conference on Integrating the Scholarship of Teaching and Learning Into Academic Culture, Maryville University, St. Louis, MO.	2012
<i>Disciplinary thinking: Studying the ability of first-year chemistry students to think scientifically</i> , University of Texas-Arlington, Arlington, TX.	2009
Science of Learning	
<i>Improving Learning by Understanding Forgetting</i> , Westchester Community College, Valhalla, NY.	2023
<i>The Science of Active Learning</i> , Keynote Address, Faculty Development Day, King's College, Wilkes-Barre, PA.	2017
Teaching Large Enrollment Courses	
<i>Promoting Learning in Large Enrollment Courses</i> , Kansas University, Lawrence, KS.	2013
<i>Promoting Learning in Large Enrollment Courses</i> , Duke University, Durham, NC.	2010 & 2011
<i>Sailing in a Sea of Students: Effectively Navigating Large Enrollment Classes</i> , University of Wyoming, Laramie, WY and University, Boise, ID.	2009
<i>Teaching with Teaching Assistants: A Conversation</i> , Boise State University, Boise, ID.	2009
Transparency	
<i>The Science and the Art of Transparency in Higher Education</i> , Keynote Address, Faculty Development Conference, Meredith College, Raleigh, NC.	2018
<i>The Science of Transparency</i> , Keynote Address, Lilly Teaching Conference, Bethesda, MD.	2017
<i>The Science of Transparency</i> , Keynote Address, Teaching, Learning and Technology Conference, College of Charleston, Charleston, SC.	2017
Miscellaneous	
<i>Models for E-learning and Teaching, Including Distance Learning and Patient Education</i> , Panelist, Universitas 21 Health Conference, University of Virginia, Charlottesville, VA.	2008
<i>Effective Research Presentations</i> , Undergraduate Research Network Workshop, University of Virginia, Charlottesville, VA.	2005-2008

UVA CTE-SPONSORED WORKSHOPS

Intensive, Multi-Day Workshops

<i>CDI 2.x: Specifications Grading</i> (with A. Streifer)	2019, 2020, 2023
<i>UVA c³Design</i> (with various CTE colleagues)	2020-present
<i>UVA Annual Course Design Institute</i> (with various CTE colleagues)	2008 & 2010-present
<i>Course Design</i> (with D. Little), Teaching in Academic Medicine Program	2008
<i>The Teaching Portfolio: Analyzing and Documenting Your Teaching and Helping Portfolio Writers</i> (with D. Little)	2007
<i>Course Design Learning Community Facilitator</i> , multi-week faculty working group focused on course design issues	2005

Approaches to Teaching

<i>Discussion Leading</i> , Brown College Student-Instructors	2010
<i>Team Teaching</i> (with D. Little), Teaching in Academic Medicine Program	2008
<i>Teaching with Technology</i> , Religious Studies Pedagogy Seminar Workshop	2005 & 2006
<i>Teaching with Technology</i> , School of Nursing	2005
<i>Leading Discussions</i> , Art History Departmental Workshop	2004
<i>Teaching the First Days of Class</i> , August Teaching Workshop	2006 & 2007
Assessment & Evaluation of Student Learning	
<i>15,925,248 Ways Grading Practices Can Support Deep Learning and Resilience</i> , Innovation in Pedagogy Summit	2023
<i>ePortfolio + Audio Feedback = Powerful Assessment Cycle</i>	2018
<i>Harnessing the Power of Learning Catalytics</i>	2013
<i>Understanding Student Evaluations</i> , January Teaching Workshop	2006
<i>Tips & Techniques for Grading Student Writing</i> , August Teaching Workshop	2005
Course & Syllabus Design	
<i>Syllabus Design Workshop</i> (with D. Little)	2011-2013
<i>The Syllabus</i> , CavEd Program	2010 & 2011
<i>Course Design</i> , University Teaching Fellows Program	2005
Diversity, Equity	
<i>Difficult Dialogues</i> (with D. Bach), Curry School of Education Diversity Taskforce	2011
<i>Difficult Classroom Situations</i> , August Teaching Workshop	2006-2009
<i>Comfort in the Classroom</i> , Panelist, Excellence in Diversity Panel Discussion	2004
Engaging Students	
<i>Engaging Students, Engaging Minds</i> , August Teaching Workshop	2011
<i>Some Whys and Hows of Active learning</i> , Neuroscience Department	2010
<i>the other side of the box: fostering creativity in—and out of—the college classroom</i> , January Teaching Workshop	2010
<i>Active Learning</i> , Teaching in Academic Medicine Program	2008
<i>The “Science” of Questioning: Promoting Critical Thinking with Purposeful Questions</i> , University-wide Workshop	2008
<i>Collaborative Learning: Helping Students Learn How to Learn</i> , January Teaching Workshop	2008
<i>Active Learning: Tips & Strategies to Promote Significant Learning</i> , Universitas 21	2007
<i>Active Learning 101</i> , University of Virginia Library Workshop Series	2006 & 2007
<i>Scaling the Active Learning Curve</i> , January Teaching Workshop	2004
<i>Playing With a Purpose: Utilizing Game-Based and Experiential Learning Techniques in the Classroom</i> , University-wide Workshop	2003
Graduate Student Professional Development	
<i>Beyond Grad School: What every grad should know</i> (with D. Little), UVA Grad Days	2012
<i>CV & Cover Letter Writing for Academic Audience</i> , Graduate Student Professional Development Series	2010 & 2011
<i>Talking about Teaching at an Academic Interview</i> (with D. Little), Graduate Student Professional Development Series	2009
<i>Administrative and Professional Careers in Higher Education</i> , Graduate and Postdoctoral Professional Development Programs	2008
<i>Writing Student Recommendation Letters</i> with D. Little	2007 & 2009
Reflective Teaching Statements & Teaching Portfolios	
<i>Reflective Teaching Statement: Effectively Communicating Your Work as a Teacher</i> 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
Teaching Portfolio Overview, UVA Postdoc Seminar Series

2007
2007 & 2010

Teaching Large Enrollment Courses

Engaging Students in Large Courses (moderator), January Teaching Workshop
Sinking in a Sea of Students: Managing Large Classes, January Teaching Workshop

2011
2005