

**Nomination Papers for Fellows of the Council of Learning Assistance and Developmental
Education Associations**

1.a

Candidate: Jodi Patrick Holschuh, Ph.D

Title: Professor of Developmental Education and Assistant Dean for Faculty
Development and Strategic Planning

Address: 601 University Drive
Texas State University
San Marcos, TX 78666

Phone: (512) 245-7906

Email: jh215@txstate.edu

1.b

Nominator: Sonya Armstrong (on behalf of CRLA)

Title: President of the College Reading and Learning Association
Professor and Director of the Doctoral Program in Developmental Education
Texas State University

Address: 601 University Drive
Texas State University
San Marcos, TX 78666

Phone: 512.245.7789

Email: sarmstrong@txstate.edu

February 25, 2021

Dr. Jennifer Haley, CLADEA Chair
Ball State University
Muncie, IN
jhaley@bsu.edu

Greetings Dr. Haley and CLADEA Fellows,

Please accept this letter of nomination from the College Reading and Learning Association (CRLA) for Dr. Jodi Patrick Holschuh to be elected as a Fellow of the Council of Learning Assistance and Developmental Education Associations (CLADEA). The CRLA Board chose to nominate Dr. Holschuh because she embodies all that Dr. Martha Maxwell envisioned in a Fellow when she crafted her original proposal back in 1998:

A Fellow represents the upper echelon of the practitioners, researchers, teachers, and administrators in the Learning Assistance and Developmental Education fields. He or she has made outstanding contributions, introducing innovative ideas and practices. A Fellow's contributions have been highly visible and shared with colleagues (e.g., through lecturing at national or regional conferences), and the person represents the highest level of performance as compared with recognized leaders in the field. A Fellow is a person to whom colleagues turn for ideas and advice in respect to teaching, program development, evaluation, research, or theory. (Maxwell, 1998, p. 42)

My focus in this letter will be on highlighting just a few of Dr. Holschuh's many significant professional contributions across her more than 20-year career in and around the fields associated with developmental education and learning assistance.

First, Dr. Holschuh's expertise is a guiding light within the field. As but one example, CRLA sought out Dr. Holschuh's expertise for its first commissioned white paper back in 2013. Dr. Holschuh, along with Eric Paulson, co-authored *The Terrain of College Developmental Reading*. This paper is widely distributed and is used for training and professional development in graduate programs, learning assistance centers, and assessment centers across the country. Its widespread use is, no doubt, because of the national reputation that Dr. Holschuh (and her co-author) has established as a leader and an expert in this area.

In addition, she regularly presents to packed rooms at conferences within the field, including CRLA. One of her most recent CRLA presentations (with co-authors) was a critical language analysis of external portrayals of the field titled "The Discourse of Developmental Education: An Analysis of External Perceptions." Indeed, her significant contributions to the field's knowledge base are undeniable, from her chapter in the CRLA *Handbook for Training Peer Tutors and Mentors* ("Understanding the Role of Epistemological Beliefs on Student Learning") to her collaborative chapters in the

Handbook of College Reading and Study Strategy Research (3rd ed., “Comprehension” and “College Reading”). These and so many other examples detailed on Dr. Holschuh’s CV and within the multiple letters of endorsement for this nomination demonstrate that she is, without question, one of the foremost scholars of postsecondary developmental reading and learning.

Dr. Holschuh’s scholarship is equally well-regarded in her larger discipline of literacy. She has published, for instance, in top-tier literacy journals such as the *Journal of Literacy Research*, *Reading and Writing Quarterly*, and the *Journal of Adolescent and Adult Literacy*. As well, her work has been published in broader educational research journals such as *Reading Psychology* and the *Review of Research in Education*. Dr. Holschuh is the rare scholar whose work crosses boundaries, and this allows her a platform for raising awareness of college reading and learning issues across multiple disciplines. Indeed, Dr. Holschuh has served the field well through her scholarship and advocacy by ensuring that college reading has remained visible in arenas beyond developmental education and learning assistance.

It is also important to acknowledge Dr. Holschuh’s role as a guide and mentor for those new to the field. She has supported numerous students through her work in the Graduate Program in Developmental Education at Texas State University. Her commitment to mentoring does not end at graduation. Indeed, she frequently collaborates with former students. Anyone who has worked with emerging scholars knows that this is not the same as collaborating with an established researcher, as more time is usually spent *mentoring* than doing. And, on a more personal note, she serves as a trusted mentor and guide for many of us in the field, regardless of our career stage (myself at the top of that list).

I want to stress that Dr. Holschuh has set the bar high for emerging scholars and scholar-leaders in the field. Because of her many contributions to the field (only a handful of which I’ve addressed here) and her commitment to mentorship, she has paved the way for additional good work to come for those looking to her as a model of what it means to be a strong leader in the field. I urge the Fellows of CLADEA to reflect carefully on Dr. Holschuh’s impressive career in considering this nomination for election as a CLADEA Fellow. If I can elaborate on the strengths of Dr. Holschuh’s nomination, I welcome follow-up emails to sarmstrong@txstate.edu.

Best Regards,

A handwritten signature in black ink, appearing to read 'S. Armstrong', with a long horizontal flourish extending to the right.

Sonya L. Armstrong, Ed.D.
President, CRLA

February 14 , 2021

Members, 2021 Fellows Review Committee
Council of Learning Assistance and Developmental Education

Colleagues:

I write this letter of support on behalf of Dr. Jodi Patrick Holschuh in consideration of her nomination to become a Fellow of the Council of Learning Assistance and Developmental Education Associations. With this letter I am able to comment on her scholarship, which I have been following for several decades. Given that we have not worked together within the realms of teaching or service, I will simply focus on her scholarly contributions.

Dr. Holschuh's scholarship has been directed at the fields of postsecondary academic and disciplinary literacy and has had meaningful impact on the issues faced by instructors, students, and program administrators in colleges as well as K-12 schools across the nation. Dr. Holschuh has demonstrated the ability to translate theory, particularly on disciplinary literacy, into practice such that individuals in our practitioner-based field can benefit from scholarship. For instance, her co-authored C.R.L.A. whitepaper, *Terrain of College Developmental Reading*, is a "Tour de force" in its ability to conceptualize and impart the role of college developmental reading to the full range of individuals within the postsecondary community. More recently the scholarship contributed by her research team is having positive impact on the field of literacy through highly placed articles in journals such as the *Journal of Adolescent and Adult Literacy* and the *Journal of College Reading and Learning*. Articles have also have appeared in journals such as *Review of Research in Education*, the *Journal of Developmental Education*, *English Education*, the *Journal of Literacy Research*, *Reading and Writing Quarterly*, and *Reading Psychology*. Make no mistake, these are impactful works in impactful journals. Beyond journal publications she has contributed co-written chapters to the seminal *Handbook of College Reading and Study Strategy Research*, chapters in I.L.A. monographs, and papers in L.R.A. yearbooks. If I were still teaching graduate students, they would be assigned many of her articles/chapters to read for class. Finally, Dr. Holschuh's texts co-authored with Dr. Sherrie Nist that are targeted primary at first year students make her one of the most visible and productive individuals authoring solid instructional texts for the field of college developmental education in the country.

Beyond a national class publication record, Dr. Holschuh regularly delivers papers and workshops at professional meetings of organizations such as the Literacy Research Association, the National Council of Teachers of English, the College Reading & Learning Association, and the National Organization for Student Success as well as state and regional associations. Her breadth of the invited presentations, keynote addresses, and workshops demonstrates the respect she receives from our colleagues throughout the country and in other lands. Her presentations focus on theory/research to practice so that both faculty and administrators are able to immediately integrate her recommendations to program design and classroom practice.

Her extensive curricular design and professional development work for the Southern Region Education Board in the development of transition courses should also be considered an important form of scholarship for both secondary education and postsecondary education as it is drawn from cutting edge research.

Having watched Dr. Holschuh's evolution into a seasoned professional across three decades, I have come to appreciate her many talents and abilities as a scholar and mentor to graduate students in the advancement of the fundamental foundation of the profession. I also greatly value her willingness to continue growing as a true professional by her crossing academic borders in search of knowledge. There is no person in the profession more deserving of recognition by the C.L.A.D.E.A. as a Fellow than Dr. Jodi Patrick Holschuh.

Sincerely,

A handwritten signature in black ink that reads "Norman A. Stahl". The signature is written in a cursive style with a large, stylized initial "N".

Norman A. Stahl, Ph.D.
Professor and Chair Emeritus
Northern Illinois University

C.L.A.D.E.A. National Fellow
Member, Reading Hall of Fame

Past President, Literacy Research Association
Past President, Association of Literacy Educators and Researchers
Past President, College Reading and Learning Association
Past Chair, American Reading Forum
Historian, Reading Hall of Fame

TEXAS  STATE
UNIVERSITY

The rising STAR of Texas

February 25, 2021

Council of Learning Assistance and Development Education Associations (CLADEA)

Dear CLADEA Chairperson and Council Fellows,

I am delighted to support the nomination of Dr. Jodi Patrick Holschuh to be inducted into the Council of Learning Assistance and Development Education Associations (CLADEA). Indeed, I can think of no other individual more deserving of nomination at a similar point in their career. Her work easily exceeds the expectations for CLADEA membership as measured not only by core aspects of the nomination process, but also more broadly in terms of the purposes of CLADEA as a whole.

Dr. Holschuh is widely known in the field through her stellar scholarship. She has published in high-quality, peer-reviewed journals that include the *Journal of Adolescent and Adult Literacy*, *Journal of College Reading & Learning*, *Review of Research in Education*, *Journal of Developmental Education*, *Journal of Literacy Research*, *Reading Psychology*, and more. She has had at least one chapter in each of the last three editions of the *Handbook of College Reading and Study Strategies* – an edited book that tends to produce a new edition about once a decade – which is not only remarkable but also a testament to the consistent impact in the field that she has demonstrated over a significant period of time.

Through her regular presentations at national and international conferences, Dr. Holschuh has provided the field with a significant service: presenting and translating scholarship into classroom practice. The combination of her own research, her review of other important research, and her ability to connect that scholarship to postsecondary pedagogy make for a potent and not-to-be-missed conference session. She has presented at major national conferences connected to the field – Literacy Research Association, National Association of Developmental Education (now National Organization for Student Success), College Reading and Learning Association, National Council of Teachers of English, American Educational Research Association, and others – as well as international conferences in Copenhagen, Hungary, and Canada. It is not possible with any accuracy to count how many conference attendees have had their expertise (or awareness) of developmental education and literacy practices dramatically expanded by a presenter, but in Dr. Holschuh's case I would judge this to be a very high number. Her work has raised both the bar of scholarship and the level of awareness of developmental education in multiple venues.

Classroom practice itself has been directly impacted by Dr. Holschuh's work, clearly exhibited through the set of college preparatory books she has authored. These include *Active Learning: Strategies for College Success*, *Effective College Learning*, and *College*

ASSOCIATE DEAN OF THE GRADUATE COLLEGE

601 University Drive | San Marcos, Texas 78666-4684 | *phone*: 512.245.2581 | *fax*: 512.245.8365 | WWW.TXSTATE.EDU

This letter is an electronic communication from Texas State University, a member of The Texas State University System.

Success Strategies, and the latter two texts had multiple editions. Perhaps most impressive in this line of her scholarship may be her very successful book *College Rules! How to Study, Survive, and Succeed in College*, now in its fourth edition. Dr. Holschuh once told me that it is through such work that she is able to speak directly to students, and she is clearly succeeding with that important work. Last fall I dropped one of my kids off at college and was perusing the bookstore as he purchased his textbooks. On the student support bookshelf near the checkout line – where the high-profile materials are presented – I saw Dr. Holschuh’s *College Rules!* prominently displayed. While this is just an anecdote, I think it is indicative of something very important indeed: Dr. Holschuh’s accessibility and impact at the student level. Too often in academia we talk amongst ourselves and assume (or hope) that our work is translated in a useful way in the classroom. But through some of her work, Dr. Holschuh connects directly to the most important constituency that we have: college students themselves.

Dr. Holschuh is part of the team at Texas State that constructed the first Ph.D. program in Developmental Education. It is difficult to overemphasize the amount of work and dedication such an accomplishment requires, from the conceptualization and construction of the program, to the writing of the curriculum, to the mentoring and teaching of students, to the supervision of doctoral student research. Dr. Holschuh has been a core part of each of those areas and instrumental in making the program a success. I would like especially to note her keen judgement she has displayed throughout the program’s 10-year existence. She is able to simultaneously keep student, faculty, and program interests in mind while providing clear and level-headed insight to issues as they come up. I was the director of the doctoral program from 2010-2014 and could always count on her perspective being one that was well-thought out, reasonable, and supportive of all those involved. Dr. Holschuh also subsequently served as director of the program, prior to becoming the Chair of the Department of Curriculum & Instruction, and further cemented solid policy, practice, and effectiveness of the Ph.D. program during her tenure.

I suspect that if we polled our professional organizations and asked who is not yet a Fellow in CLADEA but should be, Dr. Holschuh would be at the top of the list. She certainly would for me. Dr. Jodi Holschuh has my highest recommendation, and I am honored to be a part of the process that supports this important nomination. Please let me know if I can provide any additional information.

Sincerely,



Eric Paulson, PhD
CLADEA Fellow

Associate Dean, The Graduate College
Professor, Graduate Program in Developmental Education, College of Education

Dr. Jodi Holschuh
Part 4

4. Qualifications

4 a. At least 15 years' professional experience directly relating to developmental education or learning assistance or significant contributions to related areas of study that influence developmental education or learning assistance:

Dr. Holschuh's professional experience has directly related to developmental education or learning assistance from her very first job after college. After earning a B.A. in English from The Pennsylvania State University, she was hired by The Philadelphia College of Textiles and Science as the Tutorial Coordinator. She was instrumental in helping to establish their new, centralized learning center. From there, pursued a graduate education to find out more about how to help students find academic success in college. During her graduate school years, she taught learning-to-learn and developmental reading courses that centered on helping students learn literacy and study strategies for use across the disciplines. She graduated with a Ph.D. in Reading Education from the University of Georgia in 1998.

Following her doctoral studies, she taught in the Reading Education program at Texas A&M University for one year. She returned to the University of Georgia in 1999 as an Assistant Professor in the Division of Academic Enhancement. There she taught undergraduate learning to learn and developmental reading courses and graduate courses in research in college reading and college teaching and student learning. She also served as the coordinator of the Adjunct Seminar Program, which paired courses that had high drop, withdrawal, and failure rates with a study strategies course designed specifically for the discipline. She earned tenure in 2006 and had no intentions of leaving the institution until she was recruited by Texas State University to help them found the first Ph.D. program in Developmental Education.

She joined the faculty at Texas State University in 2009 and has served as the master's degree Program Coordinator in Developmental Education, the Director of the Doctoral Program in Developmental Education, and the Department Chair for Curriculum and Instruction. In addition to her duties as a Professor in Developmental Education, she currently serves as the Assistant Dean for Faculty Development and Strategic Planning for the College of Education.

Relevant Academic Appointments

Texas State University, San Marcos

Associate Dean for Faculty Development and Strategic Planning, College of Education,
2020-present

Department Chair, Department of Curriculum and Instruction, 2015-2020

Professor, Developmental Education, Curriculum and Instruction, 2014–present

Director, Doctoral Program in Developmental Education, Curriculum and Instruction,
2014-2015

Associate Professor, Developmental Education, Curriculum and Instruction, 2009–2014
Program Coordinator, Master's and Certificate Program in Developmental Education,
Curriculum and Instruction, 2010–2014

University of Georgia, Athens

Associate Professor, Division of Academic Enhancement, 2006–2009

Assistant Professor, Division of Academic Enhancement, 1999–2005

Coordinator, Adjunct Seminar Program 2002–2003

Graduate Teaching Assistant, Division of Academic Enhancement 1993–1998

Texas A&M University, College Station

Assistant Professor, Reading Education, Curriculum and Instruction 1998–1999.

(4a.1) Abstract or synopsis of the dissertation, if candidate has a doctoral degree.

Degree: Ph.D. in Reading Education, University of Georgia, 1998

Dissertation Title: *Epistemological beliefs in introductory biology: Addressing measurement concerns and exploring the relationship with strategy use*

Dissertation Abstract: This study had two main purposes: to address measurement concerns about assessing students' epistemological beliefs and to explore the relationship between epistemological beliefs and deep and surface strategy use in an introductory biology classroom. The following research questions guided the study: (a) Are epistemological beliefs multidimensional? (b) Are the measures of epistemological beliefs correlated? (c) Are the measures of strategy use correlated? (d) Are epistemological beliefs correlated with deep and surface strategy use? (e) How much of the unique variance in Scholastic Aptitude Test (SAT) scores, grade point average (GPA), and course grade is accounted for by epistemological beliefs and strategy use? (f) To what extent does the content analysis of the open-ended questionnaire data support or refute the role of mature epistemological beliefs? and (g) To what extent does the content analysis of the open-ended questionnaire data support or refute the role of deep strategies?

Participants (N = 518) were recruited from two sections of an introductory biology course. All participants completed five assessments including the Epistemological Questionnaire, the Epistemological Scenario, the Self-Regulated Learning Inventory, two strategy checklists, and an open-ended questionnaire.

The factor analysis, which was used to answer the first question, indicated no clear loading of the hypothesized dimensions underlying epistemological beliefs as measured by the Epistemological Questionnaire. However, the factor analysis of the Epistemological Scenario indicated four factors underlying epistemological beliefs (i.e., certain knowledge, innate ability, quick learning, and simple knowledge). In addition, the correlation analyses, which were used to answer the second, third, and fourth questions, indicated a significant relationship between epistemological beliefs and strategy use. The multiple regression commonality analysis, which was used to answer the fifth question, indicated that epistemological beliefs and strategy use contributed a statistically significant amount of unique variance in SAT Verbal score, college GPA, and course grade.

The findings indicate that students' epistemological beliefs and strategy use affect their academic performance. Educators need to develop instructional strategies to incorporate tasks that encourage mature epistemological beliefs into the classroom, especially when teaching complex science concepts.

(4a.2) Reference to (but not copies of) certificates, relevant graduate courses, research, and publications.

Graduate Coursework

Like many in our field, she had to piece together relevant coursework in postsecondary learning as there was no degree in Developmental Education. In her doctoral studies, she took a combination of courses in reading education (including two focused on college reading), adult education, and educational psychology to deepen her understandings of the postsecondary learner.

ERD 601 The Teaching of Reading
 ERD 608 Teaching College Reading
 ERD 850 Research in College Reading
 ERD 817 Psychology of Reading
 ERD 950 Research in Reading Education
 EAD 660 Principles of Adult Learning
 EPY 816 Problems in Educational Psychology

Publications while in graduate school

Nist, S. L., Sharman, S. J., & Holschuh, J. L. (1996). The effects of rereading, self-selected strategy use, and rehearsal on the immediate and delayed understanding of text. *Reading Psychology, 17*, 137–157. DOI: 10.1080/0270271960170202

Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1995). *Making the grade in undergraduate biology courses: Factors that distinguish high and low achievers*. Retrieved from ERIC Database. (ED390934).

Presentations while in graduate school

Nist, S. L., Holschuh, J. L., & Hayes, C. (1998, December). *Listening to student's voices: Revising a public television study strategies course for college bound high school students*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Holschuh, J. L., Hynd, C., & Nist, S. L. (1998, April). *What motivates students to learn complex science information: Students' perspectives*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Nist, S. L., Holschuh, J. L., & Simpson, M. L. (1998, April). *Easing the transition from high school to college: A learning to learn program via public television*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Holschuh, J. L. (1998, March). *Research into practice: Strategies for activating prior knowledge to foster text comprehension*. Paper presented at the joint seminar of the Estonian and Finnish International Reading Association, Tallinn, Estonia.
- Nist, S. L., Simpson, M. L., Holschuh, J. L., Sharman, S. J., & Sparrow, D. (1998, March). *Beyond generic strategies: Strategy modification in biology and history*. Paper presented at the annual meeting of the National Association for Developmental Education, Atlanta, GA.
- Chick, N. L., & Holschuh, J. L. (1997, May). *Strategies for the literature and composition classroom: Imagery charting for synthesis*. Paper presented at the annual Lilly Conference on College and University Teaching, Athens, GA.
- Nist, S. L., Holschuh, J. L., & Olejnik, S. (1997, March). *The effects of perceived attributions and gender on failure in science*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nist, S. L., & Holschuh, J. L. (1996, December). *Turning it around: What college students do to improve their performance in biology courses*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Holschuh, J. L., & Nist, S. L. (1996, October). *Toward success in the sciences: What college reading programs can do*. Paper presented at the annual meeting of the College Reading and Learning Association, Albuquerque, NM.
- Holschuh, J. L. (1995, November). *The effect of feedback on annotation quality and test performance*. Paper presented at the annual meeting of the College Reading Association, Clearwater, FL.
- Holschuh, J. L. (1995, November). *"It all sort or gets cloudy": Voices of high and low performers in college biology courses*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA.
- Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1995, April). *Making the grade in undergraduate biology courses: Factors that distinguish between high and low performers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1994, November). *The role of rereading, strategy use, and rehearsal on text comprehension*. Paper presented at the annual meeting of the College Reading Association, New Orleans, LA.
- Nist, S. L., Sharman, S. & Holschuh, J. L. (1994, November). *The effects of rereading, self-selected strategy use, and rehearsal on the immediate and delayed understanding of text*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Ross, F. Z., & Holschuh, J. L. (1993, April). *A second chance: Reworking a tutoring program*. Paper presented at the annual meeting of the National Tutoring Conference, Lake Harmony, PA.

4b. Suitable documentation in at least four of the six areas listed on pages 43-46 of Dr. Maxwell's JCRL article:

Documentation is included for the following four areas: (4b.1) outstanding leadership, scholarship, or service to the field, (4b.2) public recognition as an authority, (4b.5) development of a program that provides effective education, and (4b.6) outstanding research and publication record.

(4b.1) Outstanding leadership, scholarship, or service to the field

Documentation is provided below in four areas: outstanding teaching, author of a textbook, president or dean of a college or university, chairperson of a credentialing body.

(4b.1a) Outstanding Teacher

Over the course of her teaching career, Dr. Holschuh has taught a range of courses from first year to doctoral. A general listing follows for each institution.

Texas State University

Undergraduate

US 1100 University Seminar
RDG 1300 Reading Improvement

Master's

DE 5324 Teaching Learning Strategies and Critical Thinking
DE 5375 Learners in Developmental Education Contexts
RDG 5324 Content Area Reading
RDG 5320 Foundations of Literacy Instruction
RDG 5395 Teaching College Academic Literacy to Adults
DE 5399 Thesis

Doctoral

CI 7386 Directed Research
CI 7378 Independent Study
DE 7303 Teaching and Learning in Developmental Education
DE 7324 Teaching Learning Strategies and Critical Thinking
DE 7399 Dissertation
RDG 7303 Theory and Research of College Academic Literacy

University of Georgia

Undergraduate

ACAR 0099 Academic Reading and Studying
READ 0099 Reading and Studying in College
UNIV 1102 Learning to Learn
UNIV 1112 Improving Reading Rate
ERD 353 Content Area Reading in the Middle School

Graduate

READ 9600 Independent Study (Research in Reading Education)
GRSC 7770 College Teaching and Student Learning

EDIT 7460 Independent Study (Teaching and technology)

Texas A&M University

Undergraduate

RDNG 465 Reading in the Middle and Secondary Grades

RDNG 467 Reading and the Language Arts

RDNG 468 Acquisition of Literacy by Culturally Diverse Learners

Graduate

RDNG 649 Reading Instruction at the High School and College Level

EDCI 601 College Teaching

EDCI 675 Teaching Strategies: Patterns of Learning

Dr. Holschuh has served as a chair, co-chair, or committee member on more than 24 master's theses or doctoral dissertations. Of these, 17 were on topics related to developmental education, college reading, and learning assistance.

In addition, Dr. Holschuh has won the College Achievement award for teaching from the College of Education at Texas State (2014), the Outstanding Teaching Award from the University of Georgia (2007), and was named as an Alpha Chi Honor Society Favorite Professor in 2014, 2015, and 2017. One student commented, "I enjoyed Dr. Holschuh's class so much! While the classwork was rigorous and demanding, I learned so much from the class and found the experience to be one of the most rewarding of my graduate career. Thanks to Dr. Holschuh, I am considering developmental education (or similar areas) for my future Ph.D." In addition, she was inducted into the Teaching Academy at the University of Georgia (2007). Membership in the Teaching Academy was an honor that provided an opportunity for cross-disciplinary discussion about teaching and learning and for collaboration with a community of scholars.

Please see letters of support of outstanding teaching from current and former students: Jodi Lampi, Amarilis Castillo, Erin Scanlon, and Keylan Morgan.

(4b.1b) Author of a textbook of textbook

Along with Dr. Sherrie Nist-Olejnik, Dr. Holschuh is the co-author of three textbooks and one trade book on college studying and learning. Though these textbooks are currently out of print due to dispute over revisions with the publisher, in 2015 they were used in over 120 college campuses in 30 States, including the University of Michigan, University of Florida, The Pennsylvania State University, and California State Polytechnic University, as well as many community colleges. Her co-authored textbook *College Success Strategies*, published by Penguin Academic Press, is highly regarded in the field. In a study presented at the AERA (2005) conference entitled, "Are We Teaching Students to Strategically Self-Regulate Learning? A Content Analysis of 100 Study Skills Textbooks," Hadwin, Tevaarwek, and Ross found that *College Success Strategies* was one of two leading texts for promoting self-regulation. Dr. Hadwin, University of Victoria, wrote, "After reviewing 70 contemporary study skills texts, my research team concluded that [Drs. Nist-Olejnik and Holschuh's] study skills text is one of the two best texts on the market...the authors devoted a whole chapter to task understanding. This is an area that both researchers and practitioners know is critical for successful studying and learning and yet is neglected completely by most texts... the text showed evidence of

contemporary research and theories about learning being used to frame the content and presentation of learning materials.”

College Rules! (Random House/Ten Speed Press), a co-authored trade book, has garnered a good deal of national attention and, thus, has been influential in the field. In the *New York Times* Education Life supplement, Peter Temes wrote, “The authors make their greatest contribution when they talk about the power of college to change how students look at the world.” The book has received two reviews in the *Journal of Student Development*; 12 reviews in national newspapers including *The Boston Herald* and the *San-Antonio Express*; four television interviews including CNN’s *Accent Health* program, *Good Day Atlanta*, and *Good Day Tampa Bay*; coverage in national magazines including *US News and World Report* and *Teen People*; and 20 radio interviews. It is currently in its fourth edition and is in use as a common experience book at several colleges including Triton College (IL) and Wittenberg University (OH).

Textbooks

Nist-Olejnik, S. L., & Holschuh, J. P. (2012). *College success strategies* (4th ed.). Penguin Academics/Pearson Longman.

Holschuh, J. P., & Nist-Olejnik, S. L. (2010). *Effective college learning* (2nd ed.). DK Education/Pearson Longman.

Nist-Olejnik, S. L., & Holschuh, J. P. (2009). *College success strategies* (3rd ed.). Penguin Academics/Pearson Longman.

Holschuh, J. P., & Nist-Olejnik, S. L. (2007). *Effective college learning*. DK Education/Pearson Longman.

Nist-Olejnik, S. L., & Holschuh, J. P. (2006). *College success strategies* (2nd ed.). Penguin Academics/Pearson Longman.

Nist-Olejnik, S. L., & Holschuh, J. P. (2003). *College success strategies*. Penguin Academics/Pearson Longman.

Nist, S. L., & Holschuh, J. P. (2000). *Active learning: Strategies for college success*. Allyn & Bacon.

Trade books

Nist-Olejnik, S. L., & Holschuh, J. P. (2016). *College rules! How to study, survive, and succeed in college* (4th ed.). Ten Speed Press/Random House.

Nist-Olejnik, S. L., & Holschuh, J. P. (2011). *College rules! How to study, survive, and succeed in college* (3rd ed.). Ten Speed Press/Random House.

Nist-Olejnik, S. L., & Holschuh, J. P. (2007). *College rules! How to study, survive, and succeed in college* (2nd ed.). Ten Speed Press.

Nist, S. L., & Holschuh, J. P. (2002). *College rules! How to study, survive, and succeed in college*. Ten Speed Press

(4b.1d) President or dean of a college or university

Since 2020, Dr. Holschuh has served as the Assistant Dean for Faculty Development and Strategic Planning for the College of Education at Texas State University:

<https://www.education.txstate.edu/contact/dean.html>

In this position, she provides professional development and support for faculty on topics surrounding all aspects of their academic life, including support for teaching.

(4b.1f) Chairperson of a credentialing body

From 2015-2020 Dr. Holschuh served as the Department Chair of the Department of Curriculum and Instruction at Texas State University. The program is one of the largest in Texas, credentialing between 700-1000 teachers each year.

(4b.2) Public Recognition as an authority

Documentation is provided below in three areas related to public recognition as an authority: selection as a reviewer for a scholarly journal, selection as a reviewer for grant applications, the development of innovative materials for instruction or research as evidenced by written reports in journals or presentations at conferences, statements by colleagues of frequent and high-quality service, and invitations(s) to be a presenter or mentor at learning assistance or developmental education institutes.

(4b.2b) selection as a reviewer for a scholarly journal

Dr. Holschuh has served on the editorial review board for the following professional journals:

Journal of College Reading & Learning

Journal of Literacy Research

Journal on Excellence in College Teaching

Contemporary Educational Psychology

The Thinking Classroom/Peremena (an international journal published by the International Reading Association)

Because of her expertise in postsecondary reading and learning, she has also served as a guest reviewer for the following journals:

British Journal of Educational Psychology

Reading Research Quarterly

American Educational Research Journal

(4b.2c) selection as a reviewer for grant applications

Dr. Holschuh has reviewed grant applications for the following national and international organizations:

Elva Knight Research grant proposals for the Literacy Research Association

Fund for Improvement of Post-Secondary Education (FIPSE) for the U.S. Department of Education

Standard Research Grants Program for the Social Sciences and Humanities Research Council of Canada

(4b.2f) the development of innovative materials for instruction or research as evidenced by written reports in journals or presentations at conferences,

Dr. Holschuh was commissioned by the College Reading and Learning Association to write their inaugural white paper on the state of college reading. *The Terrain of College Reading* (2013), co-authored with Dr. Eric Paulson, delineates current practices and provides direction to the field. This white paper served as blueprint for the Community College of Baltimore County as they shifted their developmental literacy courses from a skills-based approach to a holistic approach. They presented their plans at the CRLA conference in 2015 and one faculty member at CCBC used the white paper to ground her theoretical foundation of her dissertation in 2016.

(4b.2g) statements by colleagues of frequent and high-quality service (as in letters of reference regarding teaching or other contributions)

Please see the letters of support from colleagues of frequent and high-quality service: Dolores Perin, Sherrie Nist, and Cyndie Shanahan.

(4b.2i) invitations(s) to be a presenter or mentor at learning assistance or developmental education institutes.

Dr. Holschuh is frequently invited to speak as a keynote speaker and/or for professional development workshops:

Holschuh, J. P. (2017). *Disciplinary literacy in the sciences: Strategies for postsecondary teaching and learning*. LBJ Institute Day of Science, San Marcos, TX.

Holschuh, J. P. (2016). *College Rules! Insider tips for college success*. Presentation at Page Middle School, San Antonio, TX.

Holschuh, J. P. (2016). *Disciplinary Literacy*. Presentation for Stephen F Austin University, Nacogdoches, TX.

Holschuh, J. P. (2016). *Disciplinary literacy: Understanding specialized knowledge in the disciplines*. Presentation for the Mathematics Education Seminar, Texas State University.

Holschuh, J. P. (2014). *Starting off strong in college: Insider tips for college success*. Keynote speaker for College Week Live.

Holschuh, J. P. (2014). *Why don't students read before class: Fostering buy-in for strategic learning*. Keynote speaker for the 5th Annual English and Education Pedagogy Conference. Alamo Colleges, San Antonio, TX

Holschuh, J. P. (2013, October). *College Rules and your own college experience: Making the most of learning in college*. Invited author keynote for the One Campus One Book finale at Triton College, IL.

Holschuh, J. P. (2013, May). *Disciplinary literacy in the sciences: Strategies for teaching and learning*. Invited presenter at the College and Career Readiness Initiative Faculty

Holschuh, J. P., & Ash, G. E. (2013, March). *Why don't students read before class? (And what can we do about it?)*. Faculty Professional Development Workshop, Texas State University.

Holschuh, J. P. (2013, February). *Integrating reading and writing: The role of disciplinary literacy*. Keynote presenter at the Teaching Through Accelerated Pathways Conference, Georgia Gwinnett College, Lawrenceville, GA.

Holschuh, J. P. (2012, October). *College reading and disciplinary literacy*. Guest Lecture in Dr. James Baumann's doctoral seminar on Research on Reading Instruction, University of Missouri, Columbia, MO.

Holschuh, J. P. (2012, November). *Helping students discover their inner learner*. College Reading Association lunch with a mentor, Houston, TX.

Holschuh, J. P. (2011, August). *How to be a successful student*. Presentation to Athletic Training undergraduate students at University of Texas Arlington, Arlington, TX.

Holschuh, J. P. & Nist, S. L. (2011, March). *Helping students discover their inner learner*. Invited presentation for the Pearson Education Webinar on Making a Difference in Student Learning.
http://www.pearsonhighered.com/speakingabout/english/pastsessions_20110330.html

Holschuh, J. P. (2010, August). *Using theory to develop self-regulation*. Keynote presentation at the annual meeting of the Japan Developmental Education Conference, Fujisawa, Japan.

Holschuh, J. P., & Nist, S. L. (2005, October). *Beyond strategies: Other factors that make a difference in strategic learning*. College Reading Division featured paper presented at the annual meeting of the College Reading Association, Savannah, GA.

Holschuh, J. P. (2000–2009). *Applying cognitive theory to student learning*. Invited yearly presentation to Governors Teaching Fellows, University of Georgia, Athens, GA.

Holschuh, J. P. (2002, November). *Why getting into college is the easy part and staying in is the hard part*. Invited colloquium at the University of Illinois Chicago, Chicago, IL.

(4b.5) Development of a program that provides effective education and training:

This section will discuss two programs: The doctoral program at Texas State University and the Literacy Ready college transition program.

TXST Doctoral Program: Dr. Holschuh was part of the team that developed the first Ph.D. and one of only a few Ed.D. programs in Developmental Education. Our doctoral program remains the only Ph.D. in Developmental Education in the county; our focus is on research, policy, and practice focused on student success at the postsecondary level. Thus, students graduate from our program with expertise on issues of equity and

opportunity for historically underrepresented students in postsecondary education and with deep knowledge of issues surrounding developmental education at the postsecondary level.

Literacy Ready: In 2011, Dr. Holschuh began work on the *Literacy Ready* college transition program, which was a joint venture between the Southern Regional Education Board (SREB) and the Bill and Melinda Gates foundation. She co-chaired the multi-state curriculum project, which created a high school transitional course for college and career readiness. She was asked to participate in this project because of her research and expertise about learning in the disciplines and her experiences using a “trainer of trainers” model for implementing large-scale curriculum projects (the Reading and Writing for Critical Thinking project in former Soviet countries 1997-2000). She continued to serve as the lead literacy consultant and project coordinator for disciplinary literacy in sciences until 2015. In collaboration with Dr. Cynthia Shanahan (University of Illinois, Chicago) and Dr. Leslie Rush (University of Wyoming), and along with college professors, high school teachers, and state educational representatives from six states, she created a yearlong transition course for students deemed “not quite ready for college” by state and local assessments. She and her team created the two units that focus on disciplinary literacy in science; that is, the specialized reading and writing knowledge and strategies necessary for effective science learning.

(4b.5a) recognition of the merits of the program by peers, outside agencies, or other colleges (stated explicitly and in detail rather than in sweeping generalities)

Literacy Ready: In 2019, SREB reported that after taking the SREB Literacy Ready courses, students graduated from high school at higher rates and achieved significant gains on the ACT exams. In this report they highlighted the accomplishments of Sandra Dorning, the Outstanding Literacy Ready instructor award winner. Ms. Dorning taught the SREB Literacy Ready course to high school seniors in the 2017-18 school year, and 100 percent of her students graduated. Dorning’s students also participated in a study in which they took the ACT both before enrolling in Literacy Ready and after taking the course. Every student who took the ACT after taking Literacy Ready made significant gains on one or both ACT assessments in English and reading. Students’ ACT English scores increased from an average of 15.9 to 18.0, and reading scores increased from an average of 17.5 to 19.6.

(4b.5b) evaluation involving follow-up of students (e.g., grade point averages, retention, graduation rates, attendance in graduate school)

TXST Doctoral Program: As of Fall 2020, the doctoral program has graduated more than 20 doctoral students. Graduates are employed as tenure-track (or tenured) professors, learning support specialists, and directors of college and career readiness programs. Several of our students have won dissertation awards both at the University and National levels.

Literacy Ready: In 2018, over 750 teachers were trained to implement the Literacy Ready transitional courses. These courses were in use in high schools and some community colleges in 19 states.

(4b.6) outstanding research and publication record
(4b.6a) publication in academic journals

Refereed Journal Articles

- McGee, B. E., Williams, J., Armstrong, S. L., Holschuh, J. P., Flaggs, D. (in press), Andersen Francis, M., & Williams, C. (Submitted / Under Review). Gateways, not gatekeepers: How language matters in reclaiming the narrative for developmental education. *Journal of Developmental Education*.
- Reynolds, T., Rush, L. S., Lampi, J., & Holschuh, J. (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. *Journal of Adolescent and Adult Literacy*, 64, 201-209.
- Holschuh, J. P. (2019). College reading and studying: The complexity of academic literacy task demands. *Journal of Adolescent and Adult Literacy*, 62(6), 599-604. <https://doi.org/10.1002/jaal.876>
- Lampi, J. P., Holschuh, J. P., Reynolds, T., & Rush, L. S. (2019). Using disciplinary approaches for reading literary texts in developmental literacy courses. *Journal of College Reading and Learning*, 49(3), 244-251. 10.1080/10790195.2019.1631231
- Perin, D & Holschuh, J. P. (2019). Teaching academically underprepared postsecondary students. *Review of Research in Education*, 43(1), 363-393. 10.3102/0091732X18821114
- Acee, T. W., Barry, W. J., Flaggs, D. A., Holschuh, J. P., Daniels, S., & Schrauth, M. (2017). Student-Perceived Interferences to College and Mathematics Success. *Journal of Developmental Education*, 40(2), 2-9.
- Holschuh, J. P. (2014). The Common Core goes to college: The potential for disciplinary literacy approaches in developmental literacy classes. *Journal of College Reading and Learning*, 45, 85 - 95. 10.1080/10790195.2014.950876.
- Holschuh, J. Scanlon, E. Shetron, T. Caverly, D. (2014). Techtalk: Mobile apps for disciplinary literacy in science. *Journal of Developmental Education*, 37, (3), 32 - 34.
- Holschuh, J. P. (2013). Read and write like a college freshman: Trying to walk in their shoes [Invited feature article]. *English in Texas*, 41(1), 6-14.
- Holschuh, J. P. (2013). All the ways of reading and writing: The role and concerns of disciplinary literacy [Invited commentary]. *English Education*, 4, 317–321.
- Rush, L. S., Ash, G. E., Saunders, J. M., Holschuh, J., & Ford, J. (2011). Meaningful and significant texts for adolescent readers: Tensions in text selection policies. In P. J. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gillis, & C.

C. Bates, (Eds.), *The 60th Yearbook of the National Reading Conference/Literacy Research Association* (pp. 336-348). Oak Creek, WI: Literacy Research Association.

Holschuh, J. P. (2010). Helping students understand themselves as learners: Teaching epistemological beliefs [Invited research paper]. *Journal of the Japan Association for Developmental Education*, 5, 5–16.

Holschuh, J. P. (2006). Assessing beliefs: The epistemological scenario. *Academic Exchange Quarterly*, 10, 172–176.

Nist, S. L., & Holschuh, J. P. (2005). Practical applications of the research on epistemological beliefs. *Journal of College Reading and Learning*, 35(2), 84–92.

Hynd-Shanahan, C. R., Holschuh, J. P., & Hubbard, B. P. (2004). Thinking like a historian: College students' reading of multiple historical documents. *Journal of Literacy Research*, 4, 238–250. DOI: 10.1207/s15548430jlr3602_2

Holschuh, J. P., Nist, S. L., & Olejnik, S. (2001). Attributions to failure: The effects of effort, ability, and learning strategy use on perceptions of future goals and emotional responses. *Reading Psychology*, 22, 153–173. DOI: 10.1080/027027101753170601

Holschuh, J. P. (2000). Do as I say, not as I do: High, average, and low performing students' strategy use in biology. *Journal of College Reading and Learning*, 31, 94–107. DOI:10.1080/105735600278051

Hynd, C., Holschuh, J. L., & Nist, S. L. (2000). Learning complex scientific information: Motivation theory and its relation to student perceptions. *Reading and Writing Quarterly*, 16, 23–57.

Holschuh, J. L. (1998). Why manuscripts get rejected and what can be done about it: Understanding the editorial review process. *Journal of Literacy Research*, 30, 1–7. DOI:10.1080/10862969809547979

Holschuh, J. (1998). Points of view: Video conferencing Estonia-USA. *Reading and Writing for Critical Thinking Journal*, 1, 5–8.

Nist, S. L., Sharman, S. J., & Holschuh, J. L. (1996). The effects of rereading, self-selected strategy use, and rehearsal on the immediate and delayed understanding of text. *Reading Psychology*, 17, 137–157. DOI: 10.1080/0270271960170202

Refereed Conference Proceedings

Holschuh, J. P. (2010). Using learning theory to develop self-regulation in postsecondary students. In *Proceedings from the Japan Association for Developmental Education* (pp. 7–14). Fujisawa, Japan.

Holschuh, J. P. (2001). Helping students become motivated in their college courses. In *Proceedings of the International Summer School: The image and role of the lecturer in teacher training in 21st century* (pp. 34–42). Tallinn, Estonia.

Reports

Paulson, E. J., Payne, E. M., Acee, T. W., Caverly, D. C., Hodges, R., Holschuh, J. P., Mireles, S. V., Summers, E. J., Barry, W. J.; Granger, S., & Lampi, J. (2012). *Principles of a professional development approach to credentialing in developmental education*. Austin, TX: Report to the Texas Higher Education Coordinating Board.

Book Reviews

Holschuh, J. P. (2004). Creating a corporate memory [Review of the book *College reading research and practice: Articles from The Journal of College Literacy and Learning* by E. J. Paulson, S. A. Biggs, T. L. Bullock, & M. E. Laine]. *Learning Assistance Review*, 9, 49–52.

(4b.6e) citations of nominee’s publications in professional publications by others

Dr. Holschuh’s publications have had a large readership and have been well received in the field. For example, her co-authored chapter “Comprehension Development” in the Handbook of College Reading and Study Strategies, which focuses on synthesizing the extant literature on text comprehension strategies at the college level, is widely cited and has been used as a rationale for programmatic changes in quality enhancement plans at several colleges nationwide. Additionally, the impact of her work is demonstrated by the high-caliber of sources in which she is cited (determined through the Social Sciences Citation Index, Research Gate, and Google Scholar) these include, *Review of Research in Education*, *Journal of Literacy Research*, *Educational Research and Evaluation*, *Harvard Educational Review*, *Journal of College Reading and Learning*, *Journal of Developmental Education*, *Higher Education*, *Theory Into Practice*, *Contemporary Educational Psychology*, *Journal of Adolescent and Adult Literacy*. Her work has also been cited in research reports, including North Central Regional Educational Laboratory (NCREL), Educational Technology Research and Assessment Cooperative (ETRAC), National Association of Developmental Education Report (NADE), and National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and in government reports from the U.S. Department of Education and the Office of Naval Research as a rationale for the importance of examining the role of affective influences and metacognition when reforming current educational policies and processes.

(4b.6g) author or editor of a major textbook or textbooks in the field (including two published reviews of each book)

Please see 4b.1b for a discussion of Dr. Holschuh’s textbooks.

Book reviews:

Burch, B. (2003). College Rules. *Journal of College Admission*, (181), 29.

Hodges, J. P. (2006). College Rules! How to Study, Survive, and Succeed in College. *Journal of college student development*, 47(4), 490-491.

Manyango, W. M. (2008). College Rules: How to study, survive and succeed in college. *Journal of College Student Development*, 49(2), 157-158.

Ray, D. C. (2003). College Rules! How to Study, Survive, and Succeed in College. *Journal of College Orientation, Transition, and Retention*, 10(2).

(4b.6h) author of a whole chapter or major section of a book in the field (including copies of two published reviews of book)

- Holschuh, J. P., & Lampi, J. P. (2018). Comprehension. In R. F. Flippo & T. W. Bean (Eds.), *Handbook of college reading and study strategy research* (3rd ed., pp. 118-142). Routledge.
- Paulson, E. J., & Holschuh, J. P. (2018). College reading. In R. F. Flippo & T. W. Bean (Eds.), *Handbook of college reading and study strategies* (3rd ed., pp. 61-73). Routledge.
- Hynd-Shanahan, C., Holschuh, J. P., & Hubbard, B. P. (2014). Thinking like a historian: College students' reading of multiple historical documents. In S. Armstrong, N. A. Stahl, & H. Boylan (Eds.), *Teaching developmental reading*. Bedford/St Martin's. (pp. 317-350).
- Holschuh, J. P. (2012). Understanding the role of epistemological beliefs on student learning. In K. S. Agee & R. Hodges (Eds.), *The CRLA handbook for training peer tutors and mentors* (pp. 11-14). Cengage Learning.
- Nist, S. L., & Holschuh, J. P. (2011). Practical applications of the research on epistemological beliefs. In R. Hodges, M. L. Simpson, & N. A. Stahl (Eds.), *Teaching study strategies in developmental education* (pp. 208-215). Bedford/St. Martin's.
- Holschuh, J. P., & Aultman, L. (2009). Comprehension development. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (2nd ed., pp. 121-144). Routledge.
- Holschuh, J. P. (2003). Do as I say, not as I do: High, average, and low-performing students' strategy use in biology. In N. A. Stahl & H. Boylan (Eds.), *Teaching developmental reading: Historical, theoretical, and practical background readings* (pp. 316-328). Bedford/St Martin's.
- Holschuh, J. P., Hynd, C., & Oldfather, P. (2000). Theory into practice: Current motivation theories and the RWCT project. In D. Klooster, J. Steele, & P. Bloem (Eds.), *Ideas without boundaries: Educational reform through reading and writing for critical thinking* (pp. 108-128). International Reading Association.
- Richards, J. C., Viise, N., & Holschuh, J. P. (2000). Documenting critical thinking lessons through teaching cases: Russian teachers' dilemmas and achievements. In D. Klooster, J. Steele, & P. Bloem (Eds.), *Ideas without boundaries: Educational reform through reading and writing for critical thinking* (pp. 82-93). International Reading Association.
- Nist, S. L., & Holschuh, J. L. (1999). Comprehension strategies at the college level. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategies* (pp. 75-104). Earlbaum.
- Book Reviews:**
- Therriault, J. C. (2020). Call for Collaboration: A Review of the Handbook of College Reading and Study Strategy Research. *Journal of Adolescent & Adult Literacy*, 63(5), 597-599.
- Dvorak, K., & Shrewsbury, E. (2018). Book Review: Handbook for Training Peer Tutors and Mentors. *Communication Center Journal*, 4(1), 98-100.

(4b.6i) author or editor of a major work or works for professionals in the field (including copies of two published reviews)

Holschuh, J. P., & Paulson, E. J. (2013). *Terrain of college developmental reading* [Invited white paper]. College Reading & Learning Association.
<http://www.crla.net/publications.htm>

(4b.6k) reviewer on a journal for a minimum of three years

Editorial Advisory Board, *Journal of College Reading & Learning*, 2000–present
 Editorial Advisory Board, *Journal on Excellence in College Teaching*, 1998–2015
 Editorial Advisory Board, *Contemporary Educational Psychology*, 2001–2012

(4b.6m) creator of a film or video series involving the theories, principles, or instructional strategies in learning assistance and developmental education.

Nist, S. (Writer), Hayes, C. (Writer), & Holschuh, J. (Writer). (2002). *Transitions to learning in college*, [Television Series] (a ten-episode Public Television program produced by the Office of Continuing Education, University of Georgia, and Georgia Public Broadcasting).

Nist, S. (Writer/Presenter), Hayes, C. (Writer/Presenter), & Holschuh, J. (Writer/Presenter). (1998). *Learning to learn*, [Television Series] (a thirty-episode Public Television program produced by the Office of Continuing Education, University of Georgia, and Georgia Public Broadcasting).

Dr. Holschuh collaborated on two television series, funded by Georgia Public Broadcasting, to develop a series of highly engaging videos to help high school students make the transition to college learning. *Transitions to Learning in College* aired through the Peachstar Network and on Georgia Public Television stations and reached high school students statewide. Dr. Holschuh served as one of the content experts in creating material for each of the ten video episodes. *Learning to Learn* aired in 1998 on Georgia Public Television. Dr. Holschuh served as a presenter and a content expert.

Holschuh, J. P. (2004). Content author for AB Longman/Pearson publisher's website entitled, "Make your Textbooks Work for you."

Because of Dr. Holschuh's reputable standing in the field of college learning, she was asked to create the content for an AB Longman/Pearson Education Website entitled, "Make Your Textbooks Work for You." This site explores topics such as creating a good learning environment, creating a reading schedule, concentrating while reading, and learning from both text and lecture. Tim Stookesberry, vice president of marketing, wrote, "Our 'How to Make the Most of Your Textbook' web site has been a huge hit. Since its launch in August 2004, we've been averaging 3,000 hits per week... One of the main reasons for that is due to the practical suggestions found throughout the site, which students can incorporate into their own study habits immediately... Students coming out of high school have never used a textbook in the way they need to rely on it for college success. Professor Holschuh's common sense tips give them real advice that can help with this transition."

Dr. Jodi Holschuh
CV

JODI PATRICK HOLSCHUH

Associate Professor
Department of Curriculum and Instruction
Texas State University
601 University Drive
San Marcos, TX 78666

10624 Redmond Road
Austin, TX 78739
holschuh@txstate.edu

EDUCATION

Ph.D.	University of Georgia Major: Reading Education	1998
M.A.	University of Georgia Major: Reading Education	1995
B.A.	Pennsylvania State University Major: English (Writing Option)	1990

SCHOLARLY INTERESTS

- Self-regulated learning
- College teaching and learning
- Transition to college learning
- Epistemological beliefs
- International education
- Study strategies

ACADEMIC EXPERIENCE

Texas State University, San Marcos

Associate Dean for Faculty Development and Strategic Planning, College of Education, 2020-present

Department Chair, Department of Curriculum and Instruction, 2015-2020

Professor, Developmental Education, Curriculum and Instruction, 2014-present

Director, Doctoral Program in Developmental Education, Curriculum and Instruction, 2014-2015

Associate Professor, Developmental Education, Curriculum and Instruction, 2009-2014

Program Coordinator, Master's and Certificate Program in Developmental Education, Curriculum and Instruction, 2010-2014

University of Georgia, Athens

Associate Professor, Division of Academic Enhancement, 2006-2009

Assistant Professor, Division of Academic Enhancement, 1999-2005

Coordinator, Adjunct Seminar Program 2002-2003

Editorial Assistant, *Journal of Literacy Research*, 1995-1998

Graduate Teaching Assistant, 1993-1998

Texas A&M University, College Station

Assistant Professor, Reading Education, Curriculum and Instruction 1998-1999.

RELEVANT PROFESSIONAL EXPERIENCE

Lead Literacy Consultant, SREB (Southern Regional Education Board), Literacy Ready College Transition Courses, 2011–2015

Literacy Instructor/Trainer, Reading and Writing for Critical Thinking Project. International Reading Association/Soros Foundation, 1997–2000

Tutorial Coordinator, Philadelphia College of Textiles and Science, 1991–1993

TEACHING HONORS AND AWARDS

Alpha Chi Honor Society Favorite Professors for 2014, 2015, 2017

College Achievement Award, Presidential Awards Program for Teaching, 2014

Named as a person at Texas State who made a contribution to the academic career of former student 2011, 2013, 2017

Outstanding Teaching Award, University of Georgia, 2007

Induction in the Teaching Academy, University of Georgia, 2007

Nominated for Outstanding Teaching Award, University of Georgia, 2002

Selected as an outstanding teacher for having a profound effect on a student leader by the Student Government Association, University of Georgia, 2000

Outstanding Teaching Assistant Award, University of Georgia, 1996

Teaching Assistant Mentor Program, University of Georgia 1996–1997. This is a competitive program for developing teaching and professional skills of teaching assistants. Fifteen mentors are selected each year to participate in this program. Mentors are responsible for organizing and conducting sessions on teaching pedagogy in their own departments.

COURSES TAUGHT

Texas State University

Undergraduate

US 1100 University Seminar

RDG 1300 Reading Improvement

Master's

DE 5324 Teaching Learning Strategies and Critical Thinking

DE 5375 Learners in Developmental Education Contexts

RDG 5324 Content Area Reading

RDG 5320 Foundations of Literacy Instruction

RDG 5395 Teaching College Academic Literacy to Adults

DE 5399 Thesis

Doctoral

CI 7386 Directed Research

CI 7378 Independent Study

DE 7303 Teaching and Learning in Developmental Education

DE 7324 Teaching Learning Strategies and Critical Thinking

RDG 7303 Theory and Research of College Academic Literacy

University of Georgia

Undergraduate

ACAR 0099 Academic Reading and Studying

UNIV 1102 Learning to Learn

UNIV 1112 Improving Reading Rate

ERD 353 Content Area Reading in the Middle School

Graduate

READ 9600 Independent Study (Research in Reading Education)
GRSC 7770 College Teaching and Student Learning
EDIT 7460 Independent Study (Teaching and technology)

Texas A&M University

Undergraduate

RDNG 465 Reading in the Middle and Secondary Grades
RDNG 467 Reading and the Language Arts
RDNG 468 Acquisition of Literacy by Culturally Diverse Learners

Graduate

RDNG 649 Reading Instruction at the High School and College Level
EDCI 601 College Teaching
EDCI 675 Teaching Strategies: Patterns of Learning

GRADUATE THESES/DISSERTATIONS, HONORS THESES, OR EXIT COMMITTEES

Texas State University

Exit Committees

Autumn Shead, M.A., Curriculum and Instruction, Developmental Education, in progress
Daniel West, M.A., Curriculum and Instruction, Developmental Education, in progress
Debra Martin, M.A., Department of English, Rhetoric and Composition, Graduated 2014
Colleen Harrell, M.Ed., Curriculum and Instruction, Reading, Graduated 2015
Sarah Atwater, M.Ed., Curriculum and Instruction, Reading, Graduated 2015
Arlene Harborth, M.A., Curriculum and Instruction, Developmental Education, Graduated 2013
Theresa Hoang, M.A., Curriculum and Instruction, Developmental Education, Graduated 2013
Marla Kincaid, M.A., Curriculum and Instruction, Developmental Education, Graduated 2013
Eric Nelson, M.A., Curriculum and Instruction, Developmental Education, Graduated 2013
Ashley Jorge, M.Ed., Curriculum and Instruction, Reading, Graduated 2012
Eileen Brady, M.Ed., Curriculum and Instruction, Reading, Graduated 2011

Dissertation Committees

Jodi Lampi, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2014
Brandy Alba, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2016
Erin Scanlon (Chair), Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2017
Kristie O'Donnell, Ph. D., Curriculum and Instruction, Developmental Education, Graduated 2017
Rachelle Furness, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2017
Erika Nielson, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2017
Theresa Hoang, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2018
Darolyn Flaggs, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2018
Keylan Morgan, (Chair) Ph.D., Curriculum and Instruction, Developmental Education, In Progress

Tamara Shetron, (Chair) Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2020
Amarilis Castillo, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2020
Karen Johnson-Ashton, (Chair) Ph.D., Curriculum and Instruction, Developmental Education, In Progress
Yuting Lin, (Chair) Ph.D., Curriculum and Instruction, Developmental Education, In Progress
Meagan Krou, (Co-Chair) Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2020
Holly Shinn, (Chair) Ph.D., Curriculum and Instruction, Developmental Education, In Progress
Megan Hoff, Ph.D., Curriculum and Instruction, Developmental Education, Graduated 2020
Cassandra Gonzales, Curriculum and Instruction, Developmental Education, In Progress
Stephanie Finau, Curriculum and Instruction, Developmental Education, In Progress

Thesis Committees

Ashley Asel (Chair), M.A. Curriculum and Instruction, Developmental Education, Graduated 2015

Program Mentor

Kristie O'Donnell
Lauren VanderLind
Ysabel Ramirez
Keylon Morgan
Erin Scanlon
Tamara Shetron
Meagan Hoff
Meg Taylor

University of Georgia

Dissertation Committees

Frankie Weinberg, Ph.D., Marketing, Graduated 2010
Betty Hubbard, Ph.D., Reading Education, Graduated 2009
Harriett Allison, Ph.D., Literacy Education, Graduated 2008
Xornam Apedoe, Ph.D., Instructional Technology, Graduated 2005

Texas A&M University

Exit Committees

Tamara Carter, M.S., Reading Education, Graduated 1998
Paulette Platko, M.Ed., Reading Education, Graduated 1998
Rebecca Porter, M.Ed., Mathematics Education, Graduated 1998
Charity Workman, M.Ed., Reading Education, Graduated 1998

Other Institutions

Dissertation Committees

Haleh Harris, Ed.D, Educational Leadership, Drexel University, Graduated 2016
Tonia Wilson, Ph.D, Reading and Literacy, University of Utah, In progress

COURSES PREPARED AND CURRICULUM DEVELOPMENT

Texas State University

- RDG 5320 Foundations of Literacy Research (postsecondary focus)
- RDG 5324 Content Area Reading
- RDG 7307E Theory, Research, and Practice of Disciplinary Literacy
- DE 5324 Teaching Learning Strategies and Critical Thinking. Developed online course
- DE 5375 Learners in Developmental Education Contexts
- DE 7303 Teaching and Learning in Developmental Education. Created and developed doctoral-level course

University of Georgia

- ACAR 0099 Academic Reading and Studying
- READ 0099 Reading and Studying in College
- UNIV 1102, Learning to Learn
- UNIV 1112, Improving Reading Rate
- GRSC 7770, College Teaching and Student Learning
- Coordinated Adjunct Seminar Program

In this program, graduate students attended large-lecture undergraduate courses and offered a one-hour elective seminar (UNIV 1116) on learning a study strategies geared toward the content course. All adjunct seminar leaders attended my section of GRSC 7770 where they were exposed to learning theory, instructional strategies, and learning strategies. As coordinator, I recruited graduate students from departments campus-wide, taught the students to teach the UNIV seminars in the GRSC 7770 course, and supervised and observed their sessions. I also mentored the graduate students in weekly planning meetings and discussions of teaching issues. In 2002–2003, 26 sections of UNIV 1116 were offered for courses such as history, anthropology, biology, philosophy, and geography. This program provided opportunities for graduate students to gain knowledge about how students learn and to gain valuable hands-on teaching experience. The adjunct program was discontinued at the end of Spring semester 2003 due to budget cuts.

Texas A&M University

- RDNG 649 Reading Instruction at the High School and College Level

SCHOLARLY/CREATIVE PUBLICATIONS

Scholarly Monographs (Refereed)

- Holschuh, J. P., & Paulson, E. J. (2013). *Terrain of college developmental reading* [Invited white paper]. College Reading & Learning Association. <http://www.crla.net/publications.htm>

Textbooks (Refereed)

- Nist, S. L., & Holschuh, J. P. (2012). *College success strategies* (4th ed.). Penguin Academics/Pearson Longman.
- Holschuh, J. P., & Nist, S. L. (2010). *Effective college learning* (2nd ed.). DK Education/Pearson Longman.
- Nist, S. L., & Holschuh, J. P. (2009). *College success strategies* (3rd ed.). Penguin Academics/Pearson Longman.

Holschuh, J. P., & Nist, S. L. (2007). *Effective college learning*. DK Education/Pearson Longman.

Nist, S. L., & Holschuh, J. P. (2006). *College success strategies* (2nd ed.). Penguin Academics/Pearson Longman.

Nist, S. L., & Holschuh, J. P. (2003). *College success strategies*. Penguin Academics/Pearson Longman.

Nist, S. L., & Holschuh, J. P. (2000). *Active learning: Strategies for college success*. Allyn & Bacon.

Chapters in Books (Refereed)

Holschuh, J. P., & Lampi, J. P. (2018). Comprehension. In R. F. Flippo & T. W. Bean (Eds.), *Handbook of college reading and study strategy research* (3rd ed., pp. 118-142). Routledge.

Paulson, E. J., & Holschuh, J. P. (2018). College reading. In R. F. Flippo & T. Bean (Eds.), *Handbook of college reading and study strategies* (3rd ed., pp. 61-73). Routledge.

Hynd-Shanahan, C., Holschuh, J. P., & Hubbard, B. P. (2014). Thinking like a historian: College students' reading of multiple historical documents. In S. Armstrong, N. A. Stahl, & H. Boylan (Eds.), *Teaching developmental reading*. Bedford/St Martin's. (pp. 317-350).

Holschuh, J. P. (2012). Understanding the role of epistemological beliefs on student learning. In K. S. Agee & R. Hodges (Eds.), *The CRLA handbook for training peer tutors and mentors* (pp. 11-14). Cengage Learning.

Nist, S. L., & Holschuh, J. P. (2011). Practical applications of the research on epistemological beliefs. In R. Hodges, M. L. Simpson, & N. A. Stahl (Eds.), *Teaching study strategies in developmental education* (pp. 208-215). Bedford/St. Martin's.

Holschuh, J. P., & Aultman, L. (2009). Comprehension development. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (2nd ed., pp. 121-144). Routledge.

Holschuh, J. P. (2003). Do as I say, not as I do: High, average, and low-performing students' strategy use in biology. In N. A. Stahl & H. Boylan (Eds.), *Teaching developmental reading: Historical, theoretical, and practical background readings* (pp. 316-328). Bedford/St Martin's.

Holschuh, J. P., Hynd, C., & Oldfather, P. (2000). Theory into practice: Current motivation theories and the RWCT project. In D. Klooster, J. Steele, & P. Bloem (Eds.), *Ideas without boundaries: Educational reform through reading and writing for critical thinking* (pp. 108-128). International Reading Association.

Richards, J. C., Viise, N., & Holschuh, J. P. (2000). Documenting critical thinking lessons through teaching cases: Russian teachers' dilemmas and achievements. In D. Klooster, J. Steele, & P. Bloem (Eds.), *Ideas without boundaries: Educational reform through reading and writing for critical thinking* (pp. 82-93). International Reading Association.

Nist, S. L., & Holschuh, J. L. (1999). Comprehension strategies at the college level. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategies* (pp. 75-104). Earlbaum.

Creative Books

- Nist, S. L., & Holschuh, J. P. (2016). *College rules! How to study, survive, and succeed in college* (4th ed.). Ten Speed Press/Random House.
- Nist, S. L., & Holschuh, J. P. (2011). *College rules! How to study, survive, and succeed in college* (3rd ed.). Ten Speed Press/Random House.
- Nist, S. L., & Holschuh, J. P. (2007). *College rules! How to study, survive, and succeed in college* (2nd ed.). Ten Speed Press.
- Nist, S. L., & Holschuh, J. P. (2002). *College rules! How to study, survive, and succeed in college*. Ten Speed Press.

Refereed Journal Articles

- McGee, B. E., Williams, J., Armstrong, S. L., Holschuh, J. P., Flaggs, D. (in press), Andersen Francis, M., & Williams, C. (Submitted / Under Review). Gateways, Not Gatekeepers: How Language Matters in Reclaiming the Narrative for Developmental Education. *Journal of Developmental Education*.
- Reynolds, T., Rush, L. S., Lampi, J., & Holschuh, J. (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. *Journal of Adolescent and Adult Literacy*, 64, 201-209.
- Holschuh, J. P. (2019). College reading and studying: The complexity of academic literacy task demands. *Journal of Adolescent and Adult Literacy*, 62(6), 599-604.
<https://doi.org/10.1002/jaal.876>
- Lampi, J. P., Holschuh, J. P., Reynolds, T., & Rush, L. S. (2019). Using disciplinary approaches for reading literary texts in developmental literacy courses. *Journal of College Reading and Learning*, 49(3), 244-251. 10.1080/10790195.2019.1631231
- Perin, D & Holschuh, J. P. (2019). Teaching academically underprepared postsecondary students. *Review of Research in Education*, 43(1), 363-393. 10.3102/0091732X18821114
- Acee, T. W., Barry, W. J., Flaggs, D. A., Holschuh, J. P., Daniels, S., & Schrauth, M. (2017). Student-Perceived Interferences to College and Mathematics Success. *Journal of Developmental Education*, 40(2), 2-9.
- Holschuh, J. P. (2014). The Common Core goes to college: The potential for disciplinary literacy approaches in developmental literacy classes. *Journal of College Reading and Learning*, 45, 85 - 95. 10.1080/10790195.2014.950876.
- Holschuh, J. Scanlon, E. Shetron, T. Caverly, D. (2014). Techtalk: Mobile apps for disciplinary literacy in science. *Journal of Developmental Education*, 37, (3), 32 - 34.
- Holschuh, J. P. (2013). Read and write like a college freshman: Trying to walk in their shoes [Invited feature article]. *English in Texas*, 41(1), 6-14.
- Holschuh, J. P. (2013). All the ways of reading and writing: The role and concerns of disciplinary literacy [Invited commentary]. *English Education*, 4, 317-321.

- Rush, L. S., Ash, G. E., Saunders, J. M., Holschuh, J., & Ford, J. (2011). Meaningful and significant texts for adolescent readers: Tensions in text selection policies. In P. J. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates, (Eds.), *The 60th Yearbook of the National Reading Conference/Literacy Research Association* (pp. 336-348). Oak Creek, WI: Literacy Research Association.
- Holschuh, J. P. (2010). Helping students understand themselves as learners: Teaching epistemological beliefs [Invited research paper]. *Journal of the Japan Association for Developmental Education*, 5, 5–16.
- Holschuh, J. P. (2006). Assessing beliefs: The epistemological scenario. *Academic Exchange Quarterly*, 10, 172–176.
- Nist, S. L., & Holschuh, J. P. (2005). Practical applications of the research on epistemological beliefs. *Journal of College Reading and Learning*, 35(2), 84–92.
- Hynd-Shanahan, C. R., Holschuh, J. P., & Hubbard, B. P. (2004). Thinking like a historian: College students' reading of multiple historical documents. *Journal of Literacy Research*, 4, 238–250. DOI: 10.1207/s15548430jlr3602_2
- Holschuh, J. P., Nist, S. L., & Olejnik, S. (2001). Attributions to failure: The effects of effort, ability, and learning strategy use on perceptions of future goals and emotional responses. *Reading Psychology*, 22, 153–173. DOI: 10.1080/027027101753170601
- Holschuh, J. P. (2000). Do as I say, not as I do: High, average, and low performing students' strategy use in biology. *Journal of College Reading and Learning*, 31, 94–107. DOI:10.1080/105735600278051
- Hynd, C., Holschuh, J. L., & Nist, S. L. (2000). Learning complex scientific information: Motivation theory and its relation to student perceptions. *Reading and Writing Quarterly*, 16, 23–57.
- Holschuh, J. L. (1998). Why manuscripts get rejected and what can be done about it: Understanding the editorial review process. *Journal of Literacy Research*, 30, 1–7. DOI:10.1080/10862969809547979
- Holschuh, J. (1998). Points of view: Video conferencing Estonia-USA. *Reading and Writing for Critical Thinking Journal*, 1, 5–8.
- Nist, S. L., Sharman, S. J., & Holschuh, J. L. (1996). The effects of rereading, self-selected strategy use, and rehearsal on the immediate and delayed understanding of text. *Reading Psychology*, 17, 137–157. DOI: 10.1080/0270271960170202

Non-refereed Articles

- Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1995). *Making the grade in undergraduate biology courses: Factors that distinguish high and low achievers*. Retrieved from ERIC Database. (ED390934).

Refereed Conference Proceedings

Holschuh, J. P. (2010). Using learning theory to develop self-regulation in postsecondary students. In *Proceedings from the Japan Association for Developmental Education* (pp. 7–14). Fujisawa, Japan.

Holschuh, J. P. (2001). Helping students become motivated in their college courses. In *Proceedings of the International Summer School: The image and role of the lecturer in teacher training in 21st century* (pp. 34–42). Tallinn, Estonia.

Non-Refereed Conference Proceedings

Domizi, D. P. Holschuh, J. P. Nielson, E. K. (2014, October). Mentors, dementors, and tormentors: Understanding the graduate school experience through reflective storyboards. *Conference proceedings for the annual meeting of the International Society for Exploring Teaching and Learning*, Denver, CO (p. 61).

Abstracts

Holschuh, J. L. (1998). *Epistemological beliefs in introductory biology: Addressing measurement concerns and exploring the relationship with strategy use* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses (UMN No. 9908606).

Reports

Paulson, E. J., Payne, E. M., Acee, T. W., Caverly, D. C., Hodges, R., Holschuh, J. P., Mireles, S. V., Summers, E. J., Barry, W. J.; Granger, S., & Lampi, J. (2012). *Principles of a professional development approach to credentialing in developmental education*. Austin, TX: Report to the Texas Higher Education Coordinating Board.

Book Reviews

Holschuh, J. P. (2004). Creating a corporate memory [Review of the book *College reading research and practice: Articles from The Journal of College Literacy and Learning* by E. J. Paulson, S. A. Biggs, T. L. Bullock, & M. E. Laine]. *Learning Assistance Review*, 9, 49–52.

Papers Presented at Professional Meetings

Reynolds, T., Rush, L. S., Lampi, J., Holschuh, J. (2020). Low-Stakes Instructional Techniques That Produce High-Impact Results for Reading Literature. Paper was to be presented at the National Council of Teachers of English Annual Convention, Denver, CO.

Paulson, E. J. & Holschuh, J. L. (2019, December). *College reading*. In R. Flippo and S. L. Armstrong (Chairs), Research on college reading and studying: Transforming college students' literacy futures. Symposium conducted at the annual meeting of the Literacy Research Association, Tampa, FL.

Williams, J. L., Armstrong, S. L., Theriault, J., ...Holschuh, J. P. (2019, December) *Illuminating the past, present, and future of the field*. Postsecondary literacy study group conducted at the annual meeting of the Literacy Research Association, Tampa, FL.

- Deithloff, L. & Holschuh, J. P. (2019, October). Incorporating transferable critical-thinking strategies into the developmental classroom. Paper presented at the annual meeting of the College Reading and Learning Association, New Orleans, LA.
- McGee, B, Holschuh, J. P., Williams, J, & Armstrong, S. L. (2019, October). *The discourse of developmental education: An analysis of external perceptions*. Paper presented at the annual meeting of the College Reading and Learning Association, New Orleans, LA.
- Holschuh, J. P., Reynolds, T, Lampi, J. P, & Rush, L. S. (2019, August) *Supporting high-quality literacy instruction: Disciplinary processes for reading literary text*. Paper presented at the 21st European Conference on Literacy, Copenhagen, DK.
- Armstrong, S. L., Williams, J., Holschuh, J. P., McGee, B. E., (2019, March). *The discourse of developmental education: A critical language analysis*. Paper presented at the National Association for Developmental Education, Atlanta, GA.
- Holschuh, J. P. (2019 March). *Examining the disciplinary processes for reading literary text used by first-year students*. Paper presented at the National Association for Developmental Education, Atlanta, GA.
- Reynolds, T, Lampi, J. P., Holschuh, J. P., & Rush, L. S. (2018 November). *Disciplinary Literacy in English Language Arts: Creating Communities to Empower Students as Disciplinary Experts*. Paper presented at the annual meeting of the National Council of Teachers of English, Houston, TX.
- Holschuh, J. P., & Lampi, J. P. (2017, Dec.). College developmental reading: Then and now. In R. Flippo (Chair), *College reading in the age of disciplinary literacies: Change theory and mindfulness in moving the field forward*. Symposium conducted at the annual meeting of the Literacy Research Association, Tampa, FL.
- Lampi, J., Holschuh, J., Reynolds, T., & Rush, L.S. (2017, November). *Disciplinary Literacy: How do Experts and Novices Approach Literary Text*. Paper presented at the 2017 College Reading and Learning Association Annual Conference, Pittsburgh, PA
- Reynolds, T., Rush, L. S., Lampi, J. P., & Holschuh, J. P. (2017, Nov.). *Bringing English disciplinary literacy to the classroom*. National Council of the Teachers of English, St. Louis, MO.
- Werner, P., Flint, J., Holschuh, J. & Van Overschelde, J. (2017, September). *Dispositions for teaching: Developing a process for preservice teacher growth*. Annual Meeting of CSSOTTE, Corpus Christie, TX
- Lampi, J. P., Holschuh, J. P., Reynolds, T & Rush, L. S. (October, 2017). *Disciplinary literacy: How do experts and novices approach literary text?* Paper presented at the annual meeting of the College Reading & Learning Association, Louisville, KY.
- Holschuh, J. P., Lampi, J., & Armstrong, S. (October, 2017) *The Art of Navigating Science Text: Disciplinary Strategies for Teachers of Developmental Reading*. Paper presented at the annual meeting of the College Reading & Learning Association, Louisville, KY.

- Reynolds, T, Rush, L. S., Lampi, J. P., & Holschuh, J. P. (December, 2016). *In pursuit of equity: Disciplinary literacy in English/Language Arts*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Holschuh, J. P. (2015, November). *New definitions of college readiness: The potential for disciplinary literacy approaches in developmental education*. Paper presented at the annual meeting of the College Reading & Learning Association, Portland, OR.
- Holschuh, J. P. & Lampi, J. P. (2015, November). *Disciplinary literacy and IRW: Innovative transformation for developmental literacy*. Paper presented at the annual meeting of the College Reading & Learning Association, Portland, OR.
- Acee, T., Barry, W. J., Holschuh, J. P., Diaz, C. R., Morgan, K., Flaggs, D. A. (2015, February). *Bridges and barricades: Perceived interferences to success in DE mathematics*. Paper presented at the annual meeting of the National Association of Developmental Education, Greenville, SC.
- Holschuh, J. P. & Deithloff, L. (2015, February). *Teaching IRW: Practical suggestions for classroom instruction*. Paper presented at the annual meeting of the National Association of Developmental Education, Greenville, SC.
- Holschuh, J. P., Nist-Olejnik, S. L., & Lampi, J. P. (2015, February). *Disciplinary literacy strategies in DE courses: Teaching for transfer*. Paper presented at the annual meeting of the National Association of Developmental Education, Greenville, SC.
- Holschuh, J. P., Paulson, E. J., Lampi, J., Hernandez, P., & Ramirez, Y. (2014, November). *I always read the sidebars: Research on students' perceived vs. actual strategy use*. Paper presented at the annual meeting of the College Reading & Learning Association, St. Paul, MN.
- Domizi, D. P., Holschuh, J. P., Nielson, E. K. (2014, October). *Mentors, demotors, and tormentors: Understanding the graduate school experience through reflective storyboards*. Paper presented at the annual meeting of the International Society for Exploring Teaching and Learning, Denver, CO.
- Holschuh, J. P., Rush, L., Shanahan, C. (2014, July). *Intro to literacy ready: Reading in all disciplines*. Paper presented at the annual High Schools that Work Conference, Nashville, TN.
- Deithloff, L., & Holschuh, J. P. (2014, March) *Strategies for building effective integrated reading and writing lessons*. Paper presented at the annual meeting of the National Association of Developmental Education, Dallas, TX.
- Holschuh, J. P. (2014, March). *My undergraduate semester: Literacy task demands of college classes*. Paper presented at the annual meeting of the National Association of Developmental Education, Dallas, TX
- Holschuh, J. P., & Hubbard, B. P. (2013, November). *Fostering buy-in for strategic learning: The role of beliefs about knowledge*. Paper presented at the annual meeting of the College Reading & Learning, Boston, MA.
- Holschuh, J. P., Nist-Olejnik, S., & Lampi, J. (2013, November). *Infusing disciplinary literacy into developmental education courses*. Paper presented at the annual meeting of the College Reading & Learning, Boston, MA.

- Stahl, N. A., Simpson, M. L., Armstrong, S., & Holschuh, J. P. (2013, November). *The Georgia connection: Its impact on college reading and study strategy theory, research, and practice*. Paper presented at the annual meeting of the College Reading & Learning, Boston, MA.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part I*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part II*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part III*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part I*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part II*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Holschuh, J. P., Rush, L., & Shanahan, C. (2013, July). *Disciplinary literacy, Part III*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Holschuh, J. P., & Deithloff, L. (2013, February). *Integrating reading/writing courses: Should we reinvent the wheel?* Paper presented at the annual meeting of the National Association of Developmental Education, Denver, CO.
- Holschuh, J. P., & Hubbard, B. P. (2013, February). *Student responses to epistemic nudging in developmental education courses*. Paper presented at the annual meeting of the National Association of Developmental Education, Denver, CO.
- Holschuh, J. P., & Paulson, E. J. (2012, November). CRLA whitepaper: The terrain of college reading. Paper presented at the annual meeting of the College Reading and Learning Association, Houston, TX.
- Paulson, E. J., Payne, E. M., Acee, T. W., Caverly, D. C., Hodges, R., Holschuh, J. P., Mireles, S. V., Summers, E. J., Granger, S., & Lampi, J. (2012, November). *Exploring new angles of professional development: Texas voices on credentialing*. Paper presented at the annual meeting of the College Reading & Learning Association, Houston, TX.
- Deithloff, L., & Holschuh, J. P. (2012, February). *Effective journaling practices in the developmental education classroom*. Paper presented at the annual meeting of the National Association of Developmental Education, Orlando, FL.

- Holschuh, J. P., & Nist-Olejnik, S. L. (2012, February). *Integrated approaches for comprehension and vocabulary instruction*. Paper presented at the annual meeting of the National Association of Developmental Education, Orlando, FL.
- Ash, G., Holschuh, J. P., Rush, L., & Saunders, L. (2011, November). *Teaching to the text: Forces influencing text selection in grades 6–12*. Paper presented at the National Council of English Teachers Conference, Chicago, IL.
- Holschuh, J. P., & Nist-Olejnik, S. L. (2011, February). *Using theory to help students rediscover their inner learner*. Paper presented at the annual meeting of the National Association of Developmental Education, Washington, D.C.
- Ash, G., Rush, L. S., Saunders, J. M., Ford, J., & Holschuh, J. P. (2010, December). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts*. Alternative session presented at the National Reading Conference, Fort Worth, TX.
- Holschuh, J. P. (2010, March). *Helping students discover their inner learner*. Paper presented at the annual meeting of the National Association of Developmental Education, Columbus, OH.
- Holschuh, J. P., & Holschuh, D. R. (2009, March). *What are students doing on their laptops during class?* Paper presented at the annual meeting of the National Association of Developmental Education, Greensboro, NC.
- Cornelius, T., Owen-De Schryver, J., & Holschuh, J. P. (2008, March). *The effectiveness of parallel note-taking on undergraduate learning*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Holschuh, J. P., & Aultman, L. P. (2007, March). *Why do students think that they don't need to read their textbooks?* Paper presented at the annual meeting of the National Association for Developmental Educators, Nashville, TN.
- Holschuh, J. P., & Nist, S. L. (2007, March). *Debunking conventional wisdom: What works for learning to learn*. Paper presented at the annual meeting of the National Association for Developmental Educators, Nashville, TN.
- Holschuh, J. P. (2006, August). *Teaching students to evaluate Internet information by thinking like a historian*. Paper presented at the International Reading Association World Congress, Budapest, Hungary.
- Holschuh, J. P., & Domizi, D. P. (2004, October). *Teaching students to evaluate internet information by thinking like a historian*. Paper presented at the annual meeting of the College Reading Association, Delray Beach, FL.
- Holschuh, J. P., & Nist, S. L. (2002, November). *Changing times: Redefining college reading and studying programs for the new millennium*. Paper presented at the annual meeting of the College Reading Association, Philadelphia, PA.
- Holschuh, J. P., & Hubbard, B. (2001, April). *The development of epistemological beliefs: A study of epistemic nudging*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

- Hynd, C., Holschuh, J. P., & Hubbard, B. (2001, April). *Case studies in the development of historical thinking*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Holschuh, J. P., Hubbard, B., Francis, M., & Randall, S. (2000, December). *Epistemological beliefs development in a learning-to learn course: A study of epistemic nudging*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Hynd, C., Hubbard, B., & Holschuh, J. P. (2000, December). *College students' beliefs about author credibility: The case of history*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Holschuh, J. P., Hynd, C., Poom-Valickis, K., & Dunda, S. (2000, July). *"I feel like a bird": How the RWCT projects supports motivation*. Paper presented at the annual meeting of the Reading and Writing for Critical Thinking Project, Keszthely, Hungary.
- Nist, S. L., & Holschuh, J. P. (2000, April). *Exploring the factors that influence performance in introductory biology: A multi-layered approach*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hynd, C., Hubbard, B., Holschuh, J., Reinking, D., & Jacobsen, M. (2000, April). *Critical thinking about history in a hypertext environment*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Holschuh, J. P. (1999, December). *The relationship between epistemological beliefs and deep and surface strategy use*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Holschuh, J. P., & Workman, C. (1999, November). *Do as I say, not as I do: High, average, and low-performing students' advice for learning in biology*. Paper presented at the annual meeting of the College Reading Association, Hilton Head, SC.
- Holschuh, J. P. (1999, April). *Assessing epistemological beliefs in biology: Measurement concerns and the relation to academic performance*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hynd, C., Reinking, D., Jacobsen, M., & Holschuh, J. (1999, April). *Student's understanding of history using multiple text: Development of disciplinary knowledge in a hypertext environment*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Nist, S. L., Holschuh, J. L., & Hayes, C. (1998, December). *Listening to student's voices: Revising a public television study strategies course for college bound high school students*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Holschuh, J. L., Hynd, C., & Nist, S. L. (1998, April). *What motivates students to learn complex science information: Students' perspectives*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Nist, S. L., Holschuh, J. L., & Simpson, M. L. (1998, April). *Easing the transition from high school to college: A learning to learn program via public television*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Holschuh, J. L. (1998, March). *Research into practice: Strategies for activating prior knowledge to foster text comprehension*. Paper presented at the joint seminar of the Estonian and Finnish International Reading Association, Tallinn, Estonia.
- Nist, S. L., Simpson, M. L., Holschuh, J. L., Sharman, S. J., & Sparrow, D. (1998, March). *Beyond generic strategies: Strategy modification in biology and history*. Paper presented at the annual meeting of the National Association for Developmental Education, Atlanta, GA.
- Chick, N. L., & Holschuh, J. L. (1997, May). *Strategies for the literature and composition classroom: Imagery charting for synthesis*. Paper presented at the annual Lilly Conference on College and University Teaching, Athens, GA.
- Nist, S. L., Holschuh, J. L., & Olejnik, S. (1997, March). *The effects of perceived attributions and gender on failure in science*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nist, S. L., & Holschuh, J. L. (1996, December). *Turning it around: What college students do to improve their performance in biology courses*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Reinking, D., Hynd, C., Oldfather, P., Holschuh, J. L., & Holschuh, D. (1996, December). *Getting published in the Journal of Literacy Research*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Holschuh, J. L., & Nist, S. L. (1996, October). *Toward success in the sciences: What college reading programs can do*. Paper presented at the annual meeting of the College Reading and Learning Association, Albuquerque, NM.
- Holschuh, J. L. (1995, November). *The effect of feedback on annotation quality and test performance*. Paper presented at the annual meeting of the College Reading Association, Clearwater, FL.
- Holschuh, J. L. (1995, November). *"It all sort or gets cloudy": Voices of high and low performers in college biology courses*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA.
- McGee, L., Reinking, D., Hinchman, K., Holschuh, J., Leu, D., Oldfather, P., Kinzer, C., & Hynd, C. (1995, November). *Publishing in the NRC journal and yearbook: Potential authors and editors interact*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA.
- Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1995, April). *Making the grade in undergraduate biology courses: Factors that distinguish between high and low performers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nist, S. L., Holschuh, J. L., & Sharman, S. J. (1994, November). *The role of rereading, strategy use, and rehearsal on text comprehension*. Paper presented at the annual meeting of the College Reading Association, New Orleans, LA.

Nist, S. L., Sharman, S. & Holschuh, J. L. (1994, November). *The effects of rereading, self-selected strategy use, and rehearsal on the immediate and delayed understanding of text*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Ross, F. Z., & Holschuh, J. L. (1993, April). *A second chance: Reworking a tutoring program*. Paper presented at the annual meeting of the National Tutoring Conference, Lake Harmony, PA.

Invited Talks, Lectures, and Presentations

Holschuh, J. P. (2017). *Disciplinary literacy in the sciences: Strategies for postsecondary teaching and learning*. LBJ Institute Day of Science, San Marcos, TX.

Holschuh, J. P. (2016). *College Rules! Insider tips for college success*. Presentation at Page Middle School, San Antonio, TX.

Holschuh, J. P. (2016). *Disciplinary Literacy*. Presentation for Stephen F Austin University, Nacogdoches, TX.

Holschuh, J. P. (2016). *Disciplinary literacy: Understanding specialized knowledge in the disciplines*. Presentation for the Mathematics Education Seminar, Texas State University.

Holschuh, J. P. (2014). *Starting off strong in college: Insider tips for college success*. Keynote speaker for College Week Live.

Holschuh, J. P. (2014). *Why don't students read before class: Fostering buy-in for strategic learning*. Keynote speaker for the 5th Annual English and Education Pedagogy Conference. Alamo Colleges, San Antonio,

Holschuh, J. P. (2013, October). *College Rules and your own college experience: Making the most of learning in college*. Invited author keynote for the One Campus One Book finale at Triton College, IL.

Holschuh, J. P. (2013, October). *Why your students do what they do in your classes (And what can be done about it?)*. Faculty Professional Development Workshop, Texas State University.

Holschuh, J. P. (2013, May). *Disciplinary literacy in the sciences: Strategies for teaching and learning*. Invited presenter at the College and Career Readiness Initiative Faculty Collaborative Culminating Conference, Houston, TX.

Holschuh, J. P. (2013, March). *Disciplinary literacy in the sciences: Strategies for teaching and learning complex text*. Keynote presenter at the College and Career Readiness Initiative Science and English Language Arts Faculty Collaborative Regional Seminar, Houston, TX.

Holschuh, J. P., & Ash, G. E. (2013, March). *Why don't students read before class? (And what can we do about it?)*. Faculty Professional Development Workshop, Texas State University.

Holschuh, J. P. (2013, February). *Integrating reading and writing: The role of disciplinary literacy*. Keynote presenter at the Teaching Through Accelerated Pathways Conference, Georgia Gwinnett College, Lawrenceville, GA.

- Holschuh, J. P. (2012, October). *College reading and disciplinary literacy*. Guest Lecture in Dr. James Baumann's doctoral seminar on Research on Reading Instruction, University of Missouri, Columbia, MO.
- Holschuh, J. P. (2012, November). *Helping students discover their inner learner*. College Reading Association lunch with a mentor, Houston, TX.
- Holschuh, J. P. (2011, August). *How to be a successful student*. Presentation to Athletic Training undergraduate students at University of Texas Arlington, Arlington, TX.
- Holschuh, J. P. & Nist, S. L. (2011, March). *Helping students discover their inner learner*. Invited presentation for the Pearson Education Webinar on Making a Difference in Student Learning. http://www.pearsonhighered.com/speakingabout/english/pastsessions_20110330.html
- Holschuh, J. P. (2010, August). *Using theory to develop self-regulation*. Keynote presentation at the annual meeting of the Japan Developmental Education Conference, Fujisawa, Japan.
- Holschuh, J. P., & Nist, S. L. (2005, October). *Beyond strategies: Other factors that make a difference in strategic learning*. College Reading Division featured paper presented at the annual meeting of the College Reading Association, Savannah, GA.
- Holschuh, J. P. (2000–2009). *Applying cognitive theory to student learning*. Invited yearly presentation to Governors Teaching Fellows, University of Georgia, Athens, GA.
- Holschuh, J. P. (2002, November). *Why getting into college is the easy part and staying in is the hard part*. Invited colloquium at the University of Illinois Chicago, Chicago, IL.
- Simpson, M. L., Holschuh, J. L., Nist, S. L., & Hynd, C. (1994, April). *Adjunct seminars: A viable form of supplemental instruction*. Invited paper presented at the annual meeting of the Developmental Studies Conference, Jekyll Island, GA.
- Holschuh, J. P. (1999–2009). *Why students do the things they do in your classes*. Invited yearly presentation at the TA mentor workshop, University of Georgia, Athens, GA.
- Holschuh, J. P. (2007). *Heeding new voices-academic careers for a new generation*. Invited panelist for the TA mentor workshop, University of Georgia, Athens, GA.
- Holschuh, J. P. (2005). *Active learning: Strategies for success in psychology*. Invited presentation to Dr. Lauber's Psychology 1101, University of Georgia, Athens, GA.
- Holschuh, J. P. (2007). *Preparing future faculty*. Invited panelist in EDHI 9100 American Professorate Course, University of Georgia, Athens, GA.
- Holschuh, J. P. (1998). *Strategies for reading across the curriculum*. Invited presentation at Steven F. Austin Middle School, Bryan, TX.

Consultancies

Southern Regional Education Board (SREB) and the Bill & Melinda Gates Foundation, Lead Literacy consultant, College readiness transitional course project, 2011–2015.

- University of West Florida, Subject-matter expert, Creating effective online study strategies courses, 2011.
- University of Georgia, Faculty discussant, Annual retreat of the Future Faculty Program, 2009–2016.
- Grand Rapids University, Subject-matter expert, Using parallel note-taking in undergraduate psychology courses, 2004
- University of Georgia, Project consultant, Learning technologies grant project entitled, “Leveraging New Media Technology to Inform Students: Example Projects with Campus-wide Messages,” 2002.

Workshops

- Holschuh, J. P. (2015, November). *Disciplinary literacy: Strategies for teaching IRW*. Preconference institute presented at the annual meeting of the College Reading & Learning Association, Portland, OR.
- Holschuh, J. P. (2014, July). *Teaching disciplinary literacy transition science units*. Four-day workshop and training presented at the meeting of the SREB College Transitional Courses project, Nashville, TN.
- Holschuh, J. (2014, October). *Why your students do the things they do in your classes and what can be done about it*. Online Professional Development Workshop, Texas State University,
- Holschuh, J. P. (2013, December). *Teaching disciplinary literacy transition science units*. Three-day workshop and training presented at the meeting of the SREB College Transitional Courses project, Atlanta, GA.
- Holschuh, J. P. (2013, July). *Pilot testing disciplinary literacy transition courses*. Four-day workshop and training presented at the meeting of the SREB College Transitional Courses project, Charlotte, NC.
- Holschuh, J. P. (2012, June). *Science learning and disciplinary literacy*. Workshop presented at the working group meeting of the SREB College Transitional Courses project, Atlanta, GA.
- Holschuh, J. P. (2012, January). *Disciplinary literacy in the sciences*. Workshop presented at the introductory meeting of the SREB College Transitional Courses project, Atlanta, GA.
- Holschuh, J. P. (2011, January). Roundtable discussion facilitator for Clare Ellen Weinstein at the FOCUS on the future for developmental education symposium, Texas State University, San Marcos, TX.
- Holschuh, J. P. (2002, January). *Motivation in postsecondary education*. Workshop presented at the Critical Thinking in Higher Education Workshop, Prague, Czech Republic.
- Holschuh, J. P. (2004, April). Created and presented workshops for teachers, graduate students, preservice teachers, and faculty on affective influences on student learning, Tallinn, Estonia.
- I developed a series of workshops for undergraduates, graduates, and professors at Tallinn Pedagogical University in Tallinn, Estonia, on the affective issues that impact student learning. The topics were as follows:
- Department of education faculty: “Affect and learning: The role of motivation, beliefs, and interest.”

- Graduate students: “Creating materials to support student learning.”
- Undergraduate andragogy students (pre-service teachers of adult learning): “Teaching adults to learn: What college students do and why they do it.”

Works Submitted or Under Review

Reynolds, T., Rush, L. S., Holschuh, J., & Lampi, J. (2020). Moving beyond interpretive monism: A disciplinary heuristic to bridge literary and literacy theory. Manuscript submitted for publication at *Harvard Educational Review*.

Reynolds, T., Lampi, J., Rush, L. S., & Holschuh, J. (2020). Engaging with literary texts: A disciplinary heuristic for ELA. Manuscript submitted for publication at *Reading and Writing Quarterly*.

Media/Video

Holschuh, J. P. (2004). Content author for AB Longman/Pearson publisher’s website entitled, “Make your Textbooks Work for you.”

Nist, S. (Writer), Hayes, C. (Writer), & Holschuh, J. (Writer). (2002). Transitions to learning in college, [*Television Series*] (a ten-episode Public Television program produced by the Office of Continuing Education, University of Georgia, and Georgia Public Broadcasting).

Lauber, E. (Director, 2002). *College studying*. Athens, GA. University of Georgia Institute of Higher Education. Collaborated with Dr. Lauber on a computerized presentation on learning at the college level presented on the University of Georgia web site.

Nist, S. (Writer/Presenter), Hayes, C. (Writer/Presenter), & Holschuh, J. (Writer/Presenter). (1998). Learning to learn, [*Television Series*] (a thirty-episode Public Television program produced by the Office of Continuing Education, University of Georgia, and Georgia Public Broadcasting).

Funded External Grants and Contracts

Thomas, C. N. (Team Leader), Billingsley, G., Holschuh, J., O’Malley, M., Corona, M., & Hogan, N. (2019). *Reducing the Shortage of Special Education Teachers Networked Improvement Community*. American Association of Colleges of Teacher Education.

2015 Co-PI Experts and Novices Reading Literature: An Analysis of Disciplinary Literacy in English/Language Arts, Literacy Research Center and Clinic, University of Wyoming. \$7990 (with Leslie Rush, Jodi Lampi, Todd Reynolds).

2012 Co-PI Construction of a Credentialing Model for Developmental Education in the State of Texas (2011–2012), Texas Higher Education Coordinating Board, Contract Number 07238, \$75,000 (with Eric Paulson, Emily Miller Payne, David Caverly, Russ Hodges, & Taylor Acee).

2010 Textbook Usability Study (2010), Pearson Education, \$3,750 plus materials (with Eric Paulson).

Submitted, but not Funded, External Grants and Contracts

Rush, L., Reynolds, T., Lampi, J., & Holschuh, J. P. (2014, October). Experts and Novices Reading Literature: An Analysis of Disciplinary Literacy in English/Language Arts. Elva Knight Research Grant, International Reading Association.

FIPSE (2004) *Adjunct Seminars: Fostering Student-Centered Environments in Large-Lecture Classrooms.*

Funded Internal Grants and Contracts

Research Enhancement Program Grant, Texas State University, San Marcos (2009). Academic Vocabulary: Analyzing College Texts and Creating Post-Secondary Vocabulary Lists. (\$8,000).

Outcome: Conference presentation (2012). Manuscript in preparation.

President's Venture Fund, University of Georgia (2008). \$4,500 to conduct research entitled "My Undergraduate Semester: Examining Academic Tasks in Today's Undergraduate Courses."

Outcome: Conference presentation (2009). Manuscript in print (2013).

International travel grant, University of Georgia (2004). \$2,000 grant funded by the Office of the Senior Vice-President for Academic Affairs and Provost to present seminars on teaching and learning in Tallinn, Estonia.

Outcome: Report to International Reading Association RWCT project (2005).

President's Venture Fund, University of Georgia (2004). \$500 grant for materials and expenses for teaching and learning seminars in Tallinn, Estonia.

Fellowships, Awards, Honors

Texas State University, College of Education Scholar/Mentor Program, Mentor for Dr. Taylor Acee, 2012–2013.

Finalist, College Reading Association, Thesis of the Year Award, 1995.

INSTITUTIONAL SERVICE

University

ODS CAS evaluation, Faculty evaluator, 2020

Big Ideas Review Committee, 2020

Associate Dean, College of Education 2020-present

Campus Facilities Committee 2020-present

Faculty Development Advisory Committee 2019-present

Marketable Skills Committee 2017-2019

Dean Search Committee, College of Education 2017-2017

Dean Summative Review, Spring 2016

Class Scheduling Task Force 2017-2018

Council of Chairs 2015- 2020

Doctoral Council Member

Curriculum & Instruction representative, College of Education, Promotion and Tenure Committee

Curriculum & Instruction representative, College of Liberal Arts, Promotion and Tenure Committee

Alternate member, College Research Enhancement Committee

Probation Advisory Council Member

Bobcat Bond Program Mentor

Ally of Texas State University, Office of Multicultural Affairs

Taught in Emerging Stars Program, Summer 2009

College Service

Scholarship Committee, Outstanding Graduate Student Award, College of Education 2021-present
 Chair, Department of Curriculum and Instruction
 Director, Doctoral Program in Developmental Education
 Program Coordinator, Developmental Education Master's Degree Program
 Program Coordinator, Developmental Education Certificate Program

Department/School Service

Texas State University

Department of Curriculum and Instruction Graduate Council Committee
 Department of Curriculum and Instruction Faculty Mentor
 Department of Curriculum and Instruction Personnel Committee
 Department of Curriculum and Instruction Search Committee, Talent Development
 Department of Curriculum and Instruction Search Committee, Social Studies Education
 Department of Curriculum and Instruction Search Committee, Developmental Education
 Developmental Education Learning Outcome Committee
 Doctoral Program Identity Committee
 Developmental Education Graduate Program Course Scheduling Committee
 Developmental Education Graduate Program Plan Committee

University of Georgia

University of Georgia CARE Probation Committee
 Academic Affairs New Initiatives Committee
 Division of Academic Enhancement Reading and Studying Faculty Search Committee
 Division of Academic Enhancement Five-Year Planning Committee
 Division of Academic Enhancement Evaluation Committee
 Division of Academic Enhancement Program Review Committee
 Division of Academic Enhancement Reading/Studying Search Committee, Chair

PROFESSIONAL SERVICE

Editorial Advisory Board, *Journal of College Reading & Learning*, 2000–present
 Editorial Advisory Board, *Journal on Excellence in College Teaching*, 1998–2015
 Editorial Advisory Board, *Contemporary Educational Psychology*, 2001–2012
 Editorial Advisory Board, *The Thinking Classroom/Peremena* (an international journal published by IRA), 2001–2006
 Editorial Advisory Board, *Journal of Literacy Research*, 1998–2004
 Guest Reviewer, *Journal on Excellence in College Teaching*, 2018; 2020
 Guest Reviewer, *British Journal of Educational Psychology*, 2007; 2009; 2011; 2019
 Guest Reviewer, *Reading Research Quarterly*, 2002; 2008; 2017
 Guest Reviewer, *American Educational Research Journal*, 2007–2014
 Program Area, Chair National Reading Conference Division Area 3—College/Adult Learners, 1999–2003
 Reviewer of conference proposals for the College Reading and Learning Conference, 2012–2016.
 Reviewer of conference proposals for the National Reading Conference, 1997–2004.
 Reviewer of conference proposals for the American Educational Research Association Conference, 1998–2012.

Reviewer for Elva Knight Research grant proposals for the International Reading Association, 2006–2008

Reviewer of conference proposals for the College Reading Association Conference, 2003–2009.

Reviewer of conference proposals for the European Reading Conference, 2002–2003.

Reviewer of grant proposals for the Fund for Improvement of Post-Secondary Education, 2011–2012.

Reviewer for Standard Research Grants program of the Social Sciences and Humanities Research Council of Canada, 2006.

National Association of Developmental Education, member, 1999–present

College Reading and Learning Association, member, 1996–present

International Reading Association, member, 1993–present

American Educational Research Association, member 1993–2011

College Reading Association, member, 1994–2008

SERVICE HONORS AND AWARDS

Vice President, Alpha Upsilon Alpha Honor Society, 1995–1997

Dr. Jodi Holschuh

Letters of Support for Outstanding Teaching:

Jodi Lampi

Amarilis Castillo

Erin Scanlon

Keylan Morgan

February 18, 2021



NORTHERN ILLINOIS UNIVERSITY
College of Education

CLADEA
c/o Nomination Committee

Department of Curriculum
and Instruction
DeKalb, Illinois 60115-2828
815-753-8556
Fax: 815-753-8563
CIDepartment@niu.edu

To Whom It May Concern:

I am pleased to support Dr. Jodi Holschuh's nomination and to recommend her for membership in the Council of Learning Assistance and Developmental Education Associations (CLADEA). I have known Dr. Holschuh since 2011. Dr. Holschuh previously served as my research mentor, advisor, and dissertation committee member, while I was in the doctoral program in Developmental Education at Texas State University, from which I graduated in 2012. To this day, Dr. Holschuh has continued to work with me, support me, and collaborate with me on research and professional development since graduation. When she serves as a mentor or advisor, she naturally stays in that role for a lifetime and is committed to her students for the long-haul.

Dr. Holschuh is the most top-notch, rigorous, and supportive mentor I have ever had the opportunity to work with. She sees students' potential, and she works to nurture those emerging teaching and research elements within graduate students to help promote and develop strong candidates for the workforce in the fields of developmental education and learning assistance, whether it be as a practitioner or researcher, or both. For example, while I was a doctoral student, she invited me to work alongside her doing contractual work for the Southern Regional Education Board, where she was designing a literacy ready curriculum for high school students. During this project, she engaged me in immediate hands-on tasks to teach me about curriculum development as she worked on it, and upon completion, I was able to assist her in providing a workshop on this curriculum to high school teachers during a professional development retreat. These experiences not only provided me with opportunities to learn how to create and delivery curriculum and solid professional development sessions, but they also allowed me to watch and learn as Dr. Holschuh took relevant and pressing local, state, and national topics and pushed them through the high school and developmental education arenas to help keep instructors up to date on current agendas, policy changes, and research within the field. And now, as a tenured faculty member myself, Dr. Holschuh has remained as a collaborative research partner, continuing to push for better research and scholarship in our field, while also pushing to change the narrative about our students into a more positive light to remove the years of deficit-mindedness assumed of our students and our field. Overall, Dr. Holschuh is not only committed to pushing the needle on practical matters at the student, program, and state levels to increase student success in the classrooms, but she also is committed to training and mentoring graduate students entering the fields related to CLADEA's mission.

One of my most favorite things about Dr. Holschuh is her engaging attitude. She never turns down a student or individual seeking advice or support in their endeavors as a doctoral student or as a scholar. More importantly, she is very intuitive to the needs of others and to the field at large. In my own personal experience, she has always offered countless opportunities for me to speak my mind, share my thoughts, and bounce ideas around. These opportunities are priceless because it constantly shows me how dedicated she is to my personal growth but also how dedicated she is to work with others to come up with research agendas, ideas, and knowledge that aim to better our field of study. I have even noticed how her engaging attitude has also elicited the desire of many professionals in our field to want to speak with her at conferences, seek her advice, and profit from

Your Future. Our Focus.

Northern Illinois University is an Equal Opportunity/Affirmative Action Institution.

her insight into our field. She truly wants every individual to succeed in his or her educational endeavors - whether as a student, instructor, or researcher – and is very willing to collaborate with others for the benefit and improvement of the field of developmental education.

Dr. Holschuh's experience participating in the design and implementation of graduate programs in developmental education and postsecondary literacy is very useful to the field at large. Her knowledge and insight to the field benefits programs in several ways. As program director, she supported funding for doctoral students doing their dissertation research and/or presenting their work on conferences, she utilized program plans that eased students into research and scholarship, and she provided opportunities for students to become involved in pressing and relevant research studies that put students directly in the middle of current research being conducted for the field of developmental education.

Not only does she have insight in providing relevant courses, creating professional and research opportunities for students to directly engage with the field, and encouraging networking across the entire field, but also, she has amazing leadership skills. Her excellent time management skills enable her to balance her work with students and her roles as a former program director and, more recently, as a department chair. Thus, there is not one student who has ever felt like they could not seek her guidance and advice, and I often heard students telling each other to seek her out due to her ability to provide insightful advice due to her patient and encouraging nature. She has a straightforward personality that can unite many committees and create a drive to focus on the task at hand, creating a very productive faculty and program. I cannot think of anyone more deserving of membership into CLADEA.

Truly, Dr. Holschuh's role as my mentor and advisor from my graduate student years to my faculty years has made my experience in the field of developmental education a very warm and productive experience. I have grown into a very confident researcher, faculty member, and professional due to her unwavering support and guidance. Dr. Holschuh is, by far, one of the best advocates for students, colleagues, and professionals within the field of developmental education. Based on my personal experiences and knowledge of Dr. Holschuh, I enthusiastically support her nomination for membership within CLADEA.

Sincerely,



Jodi P. Lampi, Ph.D.
Associate Professor
Department of Curriculum and Instruction
Northern Illinois University

Your Future. Our Focus.

Northern Illinois University is an Equal Opportunity/Affirmative Action Institution.

*Amarilis M. Castillo, M.A.
1843 Chino Valley Trail
Round Rock, TX 78665
(512) 762-9386
amarilisctx@gmail.com*

February 22, 2021

CLADEA
Council Chairperson

Dear Council Chairperson:

It is a pleasure to write a letter in support of Dr. Jodi P. Holschuh's selection as a CLADEA Fellow. I am a recent graduate of the Doctoral Program in Developmental Education at Texas State University and Dr. Holschuh has been my professor, advisor, and dissertation committee member. I count Dr. Holschuh also as a mentor who helped shape me as a professor and scholar. Simply stated, I would not be where I am today without Dr. Holschuh's guidance and support.

I met Dr. Holschuh during my last semester as a master's student in the Technical Communication program at Texas State University when I decided to take an elective class from the Education department titled "Learners in Developmental Education." I decided to take the class because it was taught completely online, which accommodated my full-time work schedule. The class instructor, Dr. Holschuh, was engaging, approachable, and extremely knowledgeable. I was fascinated by the topic and intrigued by the history of developmental education. After turning in a couple of assignments, Dr. Holschuh contacted me with information about the doctoral program and based on her encouragement and our many discussions, I applied to the program.

Over the course of my trajectory in the program, I met regularly with Dr. Holschuh, not only because she was my advisor during most of my time in the program, but also because she had an open door policy that welcomed students at any time. During my early days in the program, I met with her on numerous occasions to discuss the field of developmental education. It was during this time that I began to consider my own focus in the field. I think it is important for me to note that even after Dr. Holschuh became Chair of the department and no longer had an office in our program space, she remained available to me and my colleagues in the program. It is this commitment from her to learners of all levels that serves as an inspiration to me for my own academic life. From the day I met Dr. Holschuh I have always felt that what matters most to her is students and their success.

Dr. Holschuh's dedication to her students has been evident to me in many ways, including her continued open-door policy despite her busy leadership roles at the university. For example, about a year after becoming Chair of the department, Dr. Holschuh contacted me with an opportunity to serve as a graduate student representative for the College of Education on the student government. This was an important opportunity for me to provide a service to the

university and gain experience that I could include in my curriculum vitae. Dr. Holschuh always considers and seeks out what her students need to accomplish their academic and career goals. Similarly, when the time came for me to focus and narrow my dissertation research, Dr. Holschuh was always available to brainstorm ideas, challenge my thinking, encourage my goals, and ultimately to remind me of my scholarly goals based on discussions we had since I first took her class. These discussions helped me focus my research and meet my own goal of completing the doctoral program.

Certainly, Dr. Holschuh is a leader in the field of developmental education and learning support as evidenced by her many publications, presentations, and awards. However, it is her commitment to her students, of which I was and continue to be a beneficiary, that help guide my own work as a professor and a scholar. Dr. Holschuh is a dedicated educator who deserves to be granted the highest honor in our field by being selected as a CLADEA Fellow.

Sincerely,

Amarilis M. Castillo

Amarilis M. Castillo, Ph.D.
(512) 762-9386
amarilisctx@gmail.com

February 25, 2021

Council of Learning Assistance and Developmental Education Associations

Fellow Awards

Dear CLADEA Fellows Award Committee,

I am pleased to recommend Dr. Jodi Holschuh for the Council of Learning Assistance and Developmental Education Associations (CLADEA) Fellow Award! As you have seen in her CV and other recommendation letters, Jodi would be an excellent addition to your fellows. She is a superb mentor, supportive advisor, and a well-respected developmental education researcher.

I have known Jodi since I started in the doctoral program in Developmental Education at Texas State University in 2013. This program is the only Ph.D. program in Developmental Education in the country, emphasizing research, policy, and practice focusing on student success at the postsecondary level. Jodi served as my primary doctoral thesis advisor. During my Ph.D. work I had a full-time adjunct instructor position at another university. Jodi supported me by being flexible with meeting times and locations, providing advice about how to effectively balance work and doctoral work, and, in general, being accommodating to my work situation. Additionally, Jodi struck the perfect balance between guidance and support while also giving me the freedom to determine the research agenda and sense-make on my own. During my years working alongside her at Texas State, I witnessed Jodi adapt her support based on the needs of many individual graduate students. These are the qualities of an excellent mentor.

Outside of my doctoral work, Jodi also provided me with the opportunity to engage in a research project at the nexus of our research interests; specifically, in disciplinary literacy in science. During the project, Jodi supported me and other graduate students in our efforts to apply what we were learning in our courses to a real-world project. At the end of this project, the research team published a paper about the project. Throughout our time working on the project, Jodi went above and beyond her duties as an instructor to help prepare us for future scholarly work. I observed Jodi as an active member of the academic community at Texas State and this is only one of the many examples of Jodi providing her mentees with opportunities to gain experience and build research expertise.

In addition to her outstanding mentorship, Jodi also is a dedicated, thoughtful, and caring teacher. While at Texas State, I took a course titled Teaching and Learning in Developmental Education with Jodi as the instructor. Jodi designed this course to provide students with practical, real-world information about how to best support students in the classroom. The model of instructorship she displayed while teaching that class has been an ideal that I try to hold myself to when instructing my own classes.

As one of the founding members of the Developmental Education program at Texas State, Jodi works to provide an equitable and fruitful environment of student development, scholarly work, and mentorship. In addition to the students, other faculty members at the university have benefitted from her mentorship and involvement in the group.

Overall, Jodi is a leader in developmental education, and she is dedicated to supporting students in and out of the classroom. I am confident that Jodi would be an asset as a CLADEA fellow, and I am very happy to write this letter of support for her! If you would like any further information or insights about Jodi, please feel free to email me at erin.scanlon@uconn.edu.



Erin Scanlon, Ph.D.

Assistant Professor in Residence

Department of Physics

University of Connecticut

Keylan G. Morgan

7504 Antrim Trail
Austin, TX 78754
keylan.morgan@gmail.com
(512) 644-8880

February 22, 2021

RE: **CLADEA Fellows Nomination** for Dr. Jodi Patrick Holschuh

Dear CLADEA Fellows Election Committee:

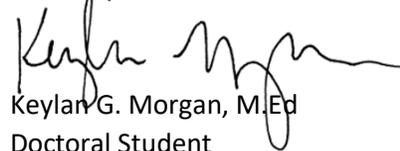
I am pleased to submit this letter in support of Dr. Jodi Patrick Holschuh's Council of Learning Assistance and Developmental Education Associations (CLADEA) Fellows nomination. Over the past eight years, I have privilege to learn from Dr. Holschuh as both a student and as a colleague. Her curricula vitae, published books, and positions held over her career exemplify her commitment and success within the fields of learning assistance and developmental education. However, what these artifacts may not adequately capture is her exceptional commitment as a Professor in developing students to be the next generation of faculty, researchers, and practitioners in these fields.

As a Professor, Dr. Holschuh is knowledgeable, challenging, and equity minded. She carefully crafts her courses to be thought-provoking. Through intentional projects related to better understanding theory related to pedagogy learning frameworks and literacy, I have grown in my ability to more equitably teach and academically support students. Further, she genuinely cares about her students and consistently demonstrates this through her actions. I started the doctoral program in 2013. As my advisor, Dr. Holschuh has always encouraged me to go at my own pace and eight years later, still provides me with valuable support and guidance.

As one of the few Black students in the program, engaging academically last summer was extremely hard in the wake local and national protests against police brutality towards Black people after the murder of George Floyd and others. Emotionally depleted, I vividly remember entering our ZOOM meeting and jumping right into a discussion regarding my comprehensive exam prospectus. Sensitive to my well-being in relation to the events unfolding, she stopped me to specifically ask how I was doing and offered to postpone our meeting if I needed to. This seemingly small gesture brought me to tears and speaks volumes to her character, cultural competency and understanding of the importance of social justice.

I am hopeful what I shared provides you with a more vivid picture of Dr. Holschuh's outstanding qualities as a professor. Reflecting on my educational journey which started with the need for developmental education courses, I wish I had more professors like Dr. Holschuh along the way. For the reasons shared and more, Dr. Holschuh is indeed worthy of CLADEA's highest honor. I humbly ask that you give her your full consideration.

Sincerely,



Keylan G. Morgan, M.Ed
Doctoral Student
Texas State University

Dr. Jodi Holschuh

Letters of Support for Frequent and High-Quality Service

Dolores Perin

Sherrie Nist

Cyndie Shanahan

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES

February 21, 2021

Dr. Agee and Fellows,
Council of Learning Assistance and Developmental Education Associations (CLADEA)

Dear Dr. Agee and the CLADEA Fellows,

It is my pleasure to write this letter of endorsement for Dr. Jodi Patrick Holschuh, who is currently serving as Assistant Dean of Faculty Development and Strategic Planning, and Professor in the Department of Curriculum & Instruction, at Texas State University, San Marcos. For the past 25 years, Dr. Holschuh has served the field as a professor, administrator, scholar, and mentor. As you have undoubtedly surmised from her vita, she has made significant contributions to the field of Developmental Education.

I have known Dr. Holschuh since 2010, when I was asked to serve as an external reviewer for the proposed Ph.D. and Ed.D. programs in Developmental Education at Texas State University. I returned to Texas State in 2018, when Dr. Holschuh was the Department Chair of Curriculum and Instruction, to serve as an external reviewer for the department's doctoral program in their Academic Program Review. Over the past ten years, I have seen the impact Dr. Holschuh has had in moving the field forward.

Along with other well-known scholars at Texas State, Dr. Holschuh worked to create one of the first doctoral programs in the field, thereby moving Developmental Education from the periphery into a recognized scholarly endeavor. This is a critically important contribution, given the size of constituent population, academically-underprepared college students. Dr. Holschuh helped to draft the proposal for the program, develop program policies and components, and create doctoral-level coursework. In 2014, she served as the director of the doctoral program, which is an indication of her leadership in the field.

Dr. Holschuh has demonstrated more than two decades of outstanding scholarship in the field of Developmental Education. She has published numerous refereed articles and book chapters that speak to scholars and practitioners alike. These pedagogical, theory to practice, and empirical works have been published in high-quality journals such as *Journal of Literacy Research*, *Reading and Writing Quarterly*, *Journal of Adolescent and Adult Literacy*, *Journal of College Reading and Learning*, and *Journal of Developmental Education*. She has also written several chapters in the *Handbook of College Reading and Study Strategy Research* and, because of her expertise was asked to write the inaugural white paper, *Terrain of College Developmental Reading*, for the College Reading and Learning Association in 2013. Her textbooks and trade book have helped thousands of students develop the literacy and study strategies they need for college success. In 2019, Dr. Holschuh and I wrote an article, entitled "Teaching Academically Underprepared Postsecondary Students," for the *Review of Research in Education*, that synthesized the literature to date on teaching students enrolled in developmental literacy courses, with a focus on how teaching might be changed to improve student outcomes.

Dr. Holschuh has also presented numerous presentations at literacy and Developmental Education conferences, all centered on postsecondary and developmental learners. She has regularly presented her work at the National Council of Teachers of English, National Association of Developmental Education (now NOSS), College Reading and Learning Association, and the Literacy Research Association, among others. Many of her presentations center on theory to practice, which has the potential to impact both classroom teaching and administrative decisions. She is a sought-after speaker, and in 2010, was the keynote speaker at the Japan Developmental Education Conference.

I believe that Dr. Holschuh meets and in fact exceeds the qualifications for this prestigious Fellows award, and I enthusiastically support her receipt of this honor from CLADEA. Please do not hesitate to contact me if you have any questions (perin@tc.edu).

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Dolores Perin".

Dolores Perin, Ph.D.
Professor Emerita, Psychology and Education

Dr. Sherrie Nist Olejnik
Professor Emerita, University of Georgia
411 Woodhaven Drive
Athens, GA 30606

Dear Colleagues:

This letter is written in support of Dr. Jodi Patrick Holschuh's nomination to the CLADEA Fellows. Having had the pleasure to serve as Jodi's major professor during her graduate work at the University of Georgia and continuing to work with her in a variety of ways throughout her impressive career, I feel I can provide considerable insight into her numerous and important contributions to the field of Learning Assistance and Developmental Education that merit her receiving this distinguished honor.

Dr. Holschuh meets the highest standards of a Fellow as outlined by Martha Maxwell (1998). Dr. Maxwell's definition states, in part: "A Fellow represents the upper echelon of the practitioners, researchers, teachers, and administrators in the Learning Assistance and Developmental Education. He or she has made outstanding contributions, introducing innovative ideas and practices. A Fellow's contributions have been highly visible and shared with colleagues...and the person represents the highest level of performance as compared with recognized leaders in the field."

Jodi has been instrumental in influencing the field of Learning Assistance and Developmental Education in many realms over the course of 27+ years. She is a leader, a teacher, a scholar, and a professional contributing to the field through numerous activities. From the time she was a doctoral student at the University of Georgia, she has been committed to moving our field forward. She taught and received outstanding teaching ratings (always in the top 5% of other graduate students and faculty) while a doctoral student in the Division of Academic Enhancement where she taught throughout her doctoral program. That superb teaching continued when she returned to UGA in 1999 as an assistant professor (1999-2005) and then an associate professor (2006-2009). In 2007, she received an Outstanding Teaching Award, a selective and competitive campus-wide award, for her teaching in the Division of Academic Enhancement. Jodi's teaching awards continued in her service to Texas State, as she taught courses in both Developmental Education and in Graduate Education. More specifically, Dr. Holschuh taught DE 5375, Learners in Developmental Education, and created and developed DE 7303, Teaching and Learning in Developmental Education, a graduate level course for doctoral students pursuing a degree in Developmental Education. Jodi went on to become the Department Chair in the Department of Curriculum and Instruction at Texas State where she had a massive influence on both

curriculum and development in courses that train future professors of Developmental Education: DE 5324 Teaching Learning Strategies and Critical Thinking and DE 5324 Learners in Developmental Contexts.

Her influence on field has expanded through directing or being a member of numerous Master's and Doctoral Degree committees (18 committees). These students went on to graduate and teach in Learning Assistance and Developmental Studies programs throughout the United States. While at UGA, she coordinated the Adjunct Seminar Program and was promoted from Assistant to Associate Professor in the Division of Academic Assistance. At Texas State, she has worn many hats. She was the Director of the Doctoral Program in Developmental Education in the Department of Curriculum and Instruction from 2014-2015 and had further influence on the field as she became the Department Chair in the Department of Curriculum and Instruction (2015-2020). In all of these roles, she has influenced instruction at the local, state, and national levels.

In spite of the demands placed on her in both teaching and administrative roles, Dr. Holschuh has made major contributions to Learning Assistance and Developmental Education through her writing. She has either authored or co-authored over 20 articles in refereed journals, many in highly respected journals in the field. She has developed lines of research that she has pursued throughout her career that have influenced the field—epistemology, the practical application of research to the field, and interdisciplinary learning.

As examples, College reading and studying: The complexity of academic literacy task demands”, *Journal of Adolescent and Adult Literacy*” (2019) is a well written and practical article which provides sound, research-based information for professionals in the field. Likewise, The common core goes to college: The potential for interdisciplinary approaches to developmental education, *Journal of College Reading and Learning* (2014) provides sound advice for incorporating multiple disciplines into developmental education courses. The impetus for this particular article grew out of her four-year service (2011-2015) to the Southern Regional Education Board (SREB) and the Bill & Melinda Gates Foundation. She also conducted several multi-day day workshops in a variety of states about interdisciplinary teaching.

Dr. Holschuh routinely presents papers at local, state, and national meetings, all of which focus on Learning Assistance or Developmental Education. Over her career, she has presented or co-presented over 80 papers, which on numerous occasions, have led to invited presentations at various campuses nationwide. This is an example of how Dr. Holschuh has had a national and in some cases, even an international influence.

But perhaps one of her most influential accomplishments can be seen in the books she has coauthored: *College Success Strategies* (2003, 2006, 2009, 2012), *Effective College Learning*

(2007, 2010), and *College Rules* (2002, 2007, 2011, 2016). Each of these textbooks have had multiple editions and are used on a variety of campuses nationwide. Their success is largely due to the fact that all three are research-based and have been updated to reflect the most current best practices in the field. In addition, they are written in both a student-friendly tone and provided faculty who used them with support materials. They are used in a variety of courses: Freshman Experience, Freshman Orientation, Learning Assistance, and Developmental courses.

In summary, I can not think of anyone more deserving of this award than Dr. Jodi Patrick Holschuh. She has been and is committed to the field of Learning Assistance and Developmental Education as evidenced by the numerous ways she has moved the field forward over her career. I would venture to say that this has brought her to the point of being one of the most accomplished professionals in the field today. It makes me proud to say that I was chair of her doctoral committee and continue to have involvement with her long since I have retired. I strongly support her being welcomed as a CLADEA Fellow.

Sincerely,
Sherrie Nist-Olejnik
Professor Emerita, The University Of Georgia

UNIVERSITY OF ILLINOIS
AT CHICAGO

College of Education (MC 147)
1040 West Harrison Street
Chicago, Illinois 60607-7133

February 23, 2021

Chairperson
Selection Committee
Fellows of the Council of Learning Assistance and Developmental Education
Associations (CLADEA)

Dear Chairperson:

I am writing to offer my enthusiastic support to Dr. Jodi Holschuh's nomination for a CLADEA Fellows Award. Dr. Holschuh has had a long and full career devoted to learning assistance and developmental Education, and I can think of no one who is more suited to this award than she.

I first met Jodi when she was a reading education master's/doctoral student at the University of Georgia. I was a faculty member in the developmental program there, and I was on the graduate faculty of the Department of Reading Education. While she was a student, she taught *Learning to Learn* courses in our program for her assistantship, and I was also on her dissertation committee. I was on the search committee that recommended that she be hired for an assistant professor position after she received her Ph.D., and I worked with her as a teacher and researcher until I left in 2001 to take a position at the University of Illinois at Chicago (UIC). While I was at UIC, we made presentations together and worked jointly on a research paper. Later, we collaborated on a project with the Southern Region Education Board (SREB) to develop a year-long transitions to college course for high school seniors, and we worked with teachers to implement that course. Recently, at my request, she wrote a module in biology for teachers in Illinois to use in their transitions course, and those teachers are using one of her books in their professional development sessions. As you can see, I have had a close professional relationship with Jodi throughout her career, and I will continue to call on her and her valued expertise as we move forward.

Dr. Holschuh meets or exceeds all of the qualifications required for this award. She has provided outstanding leadership to the field, developed effective programs, and positively impacted the field.

Regarding scholarship, she has contributed to scholarship in the field with her numerous publications of books and articles and from her presentations at scholarly conferences, focusing on being prepared for college work. As you can see from her vitae, she has authored several textbooks that have gone through a number of adoptions due to their popularity. Dr. Holschuh has also been a reviewer of manuscripts for at least nine scholarly journals, of proposals for conference presentations, and of grant applications.

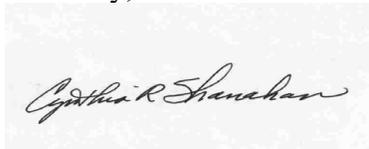
As for her teaching, Dr. Holschuh is a talented teacher who sparks students' motivations. Her vitae lists the many honors and awards she has received due to her teaching excellence. I have observed her presentations to academic colleagues as well as to students, and have been impressed by her ability to connect with any audience. She is very knowledgeable about literacy and learning strategies and knows how to create teaching materials that convey that knowledge to others, noted through her books and videos.

In regards to her leadership activities, Dr. Holschuh was central in the development of a doctoral program in developmental education at Texas State University, directed that program, became chair of the Department of Curriculum and Instruction, and is now an associate dean of the college. These activities attest to her talent for both leading and collaborating with other professionals. The doctoral program in developmental education is truly a national standout, effectively elevating and improving the quality of developmental education.

Dr. Holschuh's work with the Southern Region Education Board, work that is especially familiar to me, is an excellent example of how impactful her work is on a national level. Dr. Holschuh worked with Dr. Leslie Rush (University of Wyoming) and I to develop a course that high school seniors would take in order to be better prepared for the literacy demands of college. She wrote modules that taught students to read, write, and think critically about topics in science. She then provided instruction to teachers and state and local administrators to implement the modules, which was instrumental in its adoption by state agencies as their "transitions to college" course of study. Years later, the program is still being used, and there is data attesting to its effectiveness.

In summary, Dr. Holschuh is exceedingly deserving of the CLADEA Fellows award, and I highly recommend her for this honor.

Sincerely,

A rectangular box containing a handwritten signature in cursive script that reads "Cynthia R. Shanahan".

Cynthia R Shanahan
Professor Emerita, Curriculum and Instruction, Literacy, Language, and Culture
University of Illinois at Chicago
Current Address: 60 E Monroe St., Unit 6001
Chicago, IL 60603
Email: chynd@uic.edu
Phone: 312-593-3698

UIC

Phone (312) 413-1914 • Fax (312) 413-8083