Curriculum Vita
August 2023

Instructor: Jennifer Good, Online Adjunct Instructor (Work from Home)
Academic Department: College of Innovation and Design

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EDUCATION

Doctor of Philosophy in Educational Psychology
Auburn University, 1998

Master's of Arts in Education with Human Resource Development Concentration
George Washington University, 1991

Bachelor of Arts in English with Education Minor
The College of William and Mary, 1986

TEACHING EXPERIENCE

2023-Present, Online Adjunct Instructor, Texas A & M Commerce

May 2023-Present, Online Adjunct Instructor, Columbus State University

January-May 2023, edTPA Academic Mentor, Spring Hill College

2020-2022, Professor of Education, Spring Hill College

August 2013-July 2020, Associate Provost, Spring Hill College

2009-2013, Associate Professor, Auburn University at Montgomery

2006-2009, College of Education Coordinator of Assessment and Orientation Instructor, Auburn University

2001-2006, Director of Auburn University Inservice Center, Auburn University

2000-2001, Internship Coordinator, Department of Curriculum and Teaching at Auburn University

1998-2000, Research Fellow, Colleges of Engineering and Education at Auburn University

1993-1995, English Teacher, Chandler Unified School District, Arizona

1992-1993, Writing Center Coordinator, The Citadel

1986-1992, English Teacher, Virginia Beach City Schools, Virginia

PUBLICATIONS

Good, J.M. & Osborne, K. (Summer/Fall 2013). Making the most of existing resources: An online rubric database in a university-wide writing program assessment. *Teaching/Writing: The Journal of Writing Teacher Education, 2(1).*

Good, J.M. & Barganier, S. (2013). The balancing act: Creating new academic support in writing while honoring the old. *Praxis: A Writing Center Journal, 10* (2).

Good, J.M. & Shumack, K. (2013). If you can't beat them, join them: Emphasizing writing instruction and online learning in faculty professional development. *The Journal of Faculty Development, 27* (2), 5-10.

Good, J.M. (2012). Crossing the measurement and writing assessment divide: The practical implications of interrater reliability in faculty development. *WAC Journal, 23.*

Good, J.M., Osborne, K., & Birchfield, K. (2012). Placing data in the hands of discipline-specific decision makers: Campus-wide writing program assessment. *Assessing Writing, 17,* 140-149.

Good, J.M. & Bennett, J. (2005). A community of first-year teachers: Collaboration between higher education and public schools. *The New Educator, 1,* 45-54.

Good, J.M., Miller, V., & Gassenheimer, C. (2004). Reforming professional development at the school site: New standards and new practices. *Journal of Educational Research and Policy Studies, 4,* 27-45.

Good, J.M. & Weaver, A. (2003). Evaluation of preservice teachers' internships: A model to encourage career continuity and program reform. *Journal of Personnel Evaluation in Education, 17,* 263-275.

Good, J.M. & Weaver, A. (2003). Creating learning communities to meet teachers' needs in professional development. *Journal of In-Service Education, 29,* 439-449.

Good, J.M. (2003). Involving stakeholders in determining professional development center attendance policies. *The International Journal of Educational Management, 17,* 14-18.

Good, J.M. & Ley, T.C. (2002). Ideas in practice: When older readers and younger readers meet. *Journal of Developmental Education, 26,* 20-28.

Good, J.M. & Whang, P.A. (2002). Encouraging reflection in preservice teachers through response journals. *The Teacher Educator 37,* 254-266.

Good, J. M., Halpin, G., & Halpin, G. (2002). Enhancing and evaluating mathematical and scientific problem-solving skills of college freshman African American students. *Equity and Excellence in Education, 35,* (1) 50-58.

Good, J. M., Halpin, G., & Halpin, G. (2002). Retaining Black students in engineering: Do minority programs have a longitudinal impact? *Journal of College Student Retention: Research, Theory, and Practice, 3,* (4) 349-362.

Good, J. M., Halpin, G., & Halpin, G.(2001). Capturing problem-solving skills: The integration of electronic journals with case-study instruction. *The Journal of General Education, 50,* (2) 140-155.

Good, J. M., Halpin, G., & Halpin, G. (2000). A promising prospect for minority retention: Students becoming peer mentors. *Journal of Negro Education, 69,* (4) 375-383.

Good, J. M. (2000). Evaluating developmental education programs by measuring literacy growth. *Journal of Developmental Education, 24,* 30-38.