

# **Regents' Scholarship of Teaching and Learning Award Nomination Packet**

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November 28, 2023

Dr. Denise Domizi  
Director, Teaching and Learning Excellence  
University System of Georgia

Dear Dr. Domizi and Awards Selection Committee:

It is my great pleasure to nominate Dr. Sara Evans, Professor of Criminal Justice in the Department of Sociology and Criminal Justice in the Radow College of Humanities and Social Sciences, for the Regents' Scholarship of Teaching and Learning Award. As this application will document, Dr. Evans is an outstanding educator who has joined and influenced the public conversation on teaching and learning through her SoTL work, which has achieved national resonance. Her SoTL research has spanned topics as diverse as crime and fear, resilient pedagogy during the COVID-19 pandemic, augmented reality applications such as Pokémon Go, and undergraduate research methodology.

One of the hallmarks of Dr. Evans's SoTL practice is the investigation of High-Impact Practices, particularly Undergraduate Research and its course-embedded format, CURE. An important principle in the SoTL arena is that of "Students as Partners," and Dr. Evans has thoroughly embraced this idea. Her application documents the extent to which her students are active partners in research. In fact, many students are listed as co-authors in Dr. Evans's papers.

The criteria for the award include demonstrating the impact of the applicant's scholarship. It is evident that Dr. Evans and her work are well respected. At our university, her work has been instrumental for our QEP, "It's About Engagement," and it is featured on the QEP website as a model and resource for other professors. Beyond our campus, the taxonomies she developed have also been used in the QEP at University of West Florida. She has received invitations to lecture and conduct workshops at institutions such as Auburn University. She served as a guest co-editor for an issue of the Journal of the Scholarship of Teaching and Learning focused on undergraduate research. She was invited to serve on the editorial board for Experiential Teaching and Learning in Higher Education.

Dr. Evans's peers hold her in high esteem. For instance, Dr. Jillian Kinzie, Associate Director of the National Survey of Student Engagement (NSSE) and the Center for Postsecondary Research at Indiana University states: "Dr. Evans has established herself as a steady leader to advance HIPs in higher education. [...] Her leadership as an active teacher and scholar is important to helping other faculty see how they too can implement this work, even with limited resources."

Dr. Evans has positioned herself as a key player in both disciplinary and interdisciplinary SoTL, and I am proud to submit her for consideration for this award.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ivan Pulinkala'.

Ivan Pulinkala, Ed.D.  
Provost and Executive Vice President  
of Academic Affairs

OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT OF ACADEMIC AFFAIRS

## Teaching Philosophy

The major reason I chose to become a professor of criminology and criminal justice was because of my desire to share this knowledge with others to help them be successful at future careers, and to help them to be more informed and aware citizens of the world. An advantage for those teaching in the social sciences is that our subject matter deals with aspects of social life that everyone is familiar with; I take this familiarity and use it to spark interest in learning more about society from a scientific perspective. One of the goals of our discipline is to understand patterns within the social world through systematic analyses. Many students find this interesting but also a little frustrating because they think of the knowledge produced as more common-sense than science. I see this as an opportunity to be taken advantage of, one of my objectives in teaching is to take this enthusiasm for well-known topics and use it. My teaching style and philosophy have evolved over the past twelve years, and a large part of that has been driven by my interest in the scholarship of teaching and learning (SoTL) and specifically the use of high-impact practices (HIPs). I have used HIPs to connect my teaching, research, and service. I have developed several different HIPs embedded in specific courses and others as stand-alone projects. I am continuously improving my teaching practices by participating in professional development opportunities such as attending workshops on topics including assessment, syllabus construction, and HIPs.

I have an ongoing collaborative research project that has included students in research both inside and outside the classroom. This HIP has become an integral part of both my teaching and research. The “Pensacola Parks Project” began in 2016 and has evolved to include sites in the metro Atlanta area. It began in a co-taught a class called “Crime, Camping, & Fear”, where students learned about a particular topic of interest (fear of crime), and also how to conduct research in that area. We took a group of both undergraduate and graduate students to a campground and administered a survey to visitors asking about their fear of crime while camping and in their everyday lives. They indicated that the students experienced many benefits from participating in this course, both academic (they felt the textbook material was clearer) and personal (many reported more confidence and personal growth). It is important to me as an instructor to create opportunities where students can apply the knowledge they are learning in a hands-on way, and bringing students into this research project has been a powerful learning experience for them and for me. I have engaged in course embedded undergraduate research (CURE) projects in several classes, including Research Methods; Race, Crime, & Justice; and special topics courses focused on public space, crime, and community. In these CUREs, students complete original research projects by writing smaller sections as individual assignments throughout the semester. I structure the research project to span the semester into several scaffolded assignments and have provide detailed feedback for each of these. The lessons I have learned about the value of hands-on learning from these types of projects have carried over into all of my courses.

Student engagement is integral to my teaching style, using different pedagogies and in my dedication to detailed, quality feedback. As an instructor, I challenge students to understand concepts in a way that makes the knowledge learned transferable. I utilize a variety of diverse pedagogical approaches to do this, such as lecture, small group activities, class discussions, and

occasional videos paired with discussion questions to tap into various learning styles and abilities. The activities and discussions I use in class are designed to push students to apply the concepts they are learning to real-life situations rather than just memorizing the information. For example, in my Police in America course, students are required to find and contact someone working in the community with experience related to their chosen research topic. They develop interview questions, conduct an interview, and incorporate the information from the interview with peer-reviewed research and textbook content for their final research paper/project. Activities such as these allow students to see applications of the content they are learning among members of the public and those working in criminal justice fields.

I believe that writing is an important skill for students to have, regardless of their major or future career plans. I incorporate writing in all my classes as another form of HIPs, by embedding regular high-quality feedback and using a scaffolded approach to build toward a final written product. In my upper-level elective course (Family Crime and Violence) students participate in weekly discussion board postings and complete two essay exams. Writing is an especially important part of my instruction strategy in graduate courses. Each graduate course I teach includes a substantial amount of writing. These activities require students to utilize existing research and their own synthesis of that information. In Data Analysis, students complete weekly assignments where they must appropriately and professionally interpret results in writing from each type of analysis we are studying. In other graduate courses I include multiple short writing assignments throughout the semester, along with at least two essay exams in which students must synthesize information from a textbook, peer-reviewed articles, and our class discussions. In Criminological Theory I strive to create engaging and thought-provoking class periods each week that result in substantial improvement in writing and critical thinking over the course of the semester. I believe that written communication is a skill that translates to any arena in life, and I provide constructive feedback to help students become better writers. In pursuit of this goal, I provide detailed feedback for written assignments and am available to meet and discuss these comments with students so that they may improve their writing. In courses that require a paper written over the course of the semester, students are required to meet with me one-on-one multiple times throughout the semester to discuss their progress.

I am also committed to continuous improvement of my courses and teaching strategies. I also consistently participate in professional development opportunities through the Center for Excellence in Teaching and Learning (CETL) at KSU by attending workshops on topics such as assessment, syllabus construction, and high-impact practices. I attended the Research on Teaching and Learning Summit at KSU in October 2019, and I targeted several panels on collaborative learning embedded in courses. From those panels, I was able to identify several new strategies to address accountability across group members for team-based projects to improve the project referenced above in my Police in America course.

My philosophy as a teacher is intimately tied with my perspective on student learning and desire to support student success. HIPs have been shown consistently in the literature to support student success and retention, especially among the most vulnerable student populations. I see the use of HIPs and the subsequent dissemination of their impact as a way to contribute to both the success of our own KSU students, but also more broadly by assisting other faculty in their own HIPs and SoTL endeavors.

## Evidence of the Impact of SoTL

Throughout my career I have engaged in HIPs and SoTL work to investigate the impact of those HIPs. The scholarship associated with that work has been an integral part of my scholarly identity, teaching philosophy, and development as an academic over the last 10 years. I have consistently presented at regional and national conferences about the SoTL work I have done, and published much of that work in peer-reviewed journal outlets. At its core, engaging in undergraduate research and other HIPs should be focused on enhancing student learning inside and outside the classroom. My efforts to publish and disseminate results from these projects are aimed at providing information to others who want to replicate and emulate best practices in HIPs and SoTL research. The following annotations describe in more detail individual publications that have been related to SoTL research.

Greensmith, Cameron., Channer, Bianca., **Evans, Sara Z.**, & McGrew, Mandy. (2022). Resilient Pedagogy: Lessons Learned from the COVID-19 Pandemic. *Journal of the Scholarship of Teaching and Learning*, 23(1).

This publication used survey data gathered as part of a faculty learning community at KSU focused on faculty experiences of engaging in undergraduate research during the height of the COVID-19 pandemic. We focused on a qualitative exploration of those experiences and reflect on how the development of resilient pedagogies can help faculty during times of crisis and beyond. Seventy-three faculty members participated in this study; all were recruited through purposive and snowball sampling methods. Participants were asked to reflect on their pedagogical strategies before and during the 2020 COVID-19 pandemic and this qualitative data was analyzed using thematic analysis. Results indicated that three main categories of reflection emerged: thoughts regarding supporting undergraduate researchers, pedagogy changes that were made during the height of the pandemic, and reflections that (at times unknowingly) mirrored key concepts in the literature on resilient pedagogy. We conclude that faculty members may want to reevaluate their pedagogical strategies to make them more resilient, both as a way to buffer against times of crisis (whether that is shared or individual) but also as a best practice to support student success in general.

**Evans, Sara Z.** and Jocelyn Evans. (2021). Undergraduate Research Embedded Across the Curriculum Through Scaffolded Projects. *Journal of the Scholarship of Teaching and Learning*, 21(1). <https://doi.org/10.14434/josotl.v21i1.30552> .

This paper outlines the process of embedding research project within a course based on our experiences across several years of engaging in CUREs with student groups of various sizes and levels. Using that knowledge and experience, we review strategies to modify and alter course preparation materials so they can fit within various courses and modalities. The assessment data presented in this study are drawn from two courses – a large, freshman level honors course (N=60) and a smaller upper level criminal justice course (N=12). In both courses, students engaged in a semester-long CURE in which they collected data and used that data to develop their own research project. Some of the individual assignments differed across the courses, but the overarching research question was the same. In both courses, over 75% of students met or

exceeded the expectations associated with the shared learning outcome of improved communication skills. Additionally, students indicated on the indirect assessment of learning that this experience was valuable, and that the hands-on aspect of the course was beneficial for their overall education. This study reviews assessment of the course experience and makes suggestions that faculty can use in their own work to develop CUREs in a way that is efficient and effective. Information regarding mentoring of students, considerations of the implications of this work in the pursuit of tenure and promotion, and special attention to the issue of scarce resources to engage in this type of work are all discussed, resulting in a publication that not only presents valuable empirical evidence of the impact of undergraduate research, but also actionable recommendations that can be of use to faculty members in their future work.

**Evans, Sara Z.** and Jocelyn Evans. (2022). "Data collection in undergraduate research". In *Delivering on the Promise of HIPs*. Eds. Jerry Daday, Jillian Kinzie, Ken O'Donnell, Carleen Vande Zande, and John Zilvinskis. Stylus Publishing.

This chapter reviews specific strategies for data collection in undergraduate research. The content here is based on five years of collaborative work engaging in undergraduate research across a variety of course sizes, modalities, and disciplines. I have facilitated undergraduate research in contexts ranging from one-on-one with individual students, to groups projects, to full class CUREs. In this chapter, we draw from this experience to give actionable strategies to faculty interested in collecting data as part of their undergraduate research activities.

**Evans, Sara Z.**, Jamie A. Snyder, Frances Abderhalden\*, Jocelyn Evans, & John D. Morgan. (2021). Collective efficacy and disorder in city parks. *The Pursuit*, 4(2): 11-40.

In this paper, we investigate how collective efficacy, fear of crime, and perceptions of disorder are related. The data is drawn from a convenience sample of city park users in the Southeastern US. Surveys were administered in five city parks across a mid-sized city (pop. ~50,000 people). Student researchers were responsible for data collection to support this study, and all students were IRB certified prior to collecting data. Results from this study indicate the need to further investigate how collective efficacy may be impacted by factors outside an individual's neighborhood such as public spaces like city parks. Both fear and experiences with victimization were related to feelings of collective efficacy in expected ways, while perceptions of disorder predicted higher levels of collective efficacy rather than lower as predicted. The results from this study have interesting implications for the criminal justice field, but also represent how important and impactful data can be collected by undergraduate students in the context of a SoTL project. These students were trained during their participation in a CURE, and they completed group research projects using the data described here.

Evans, Jocelyn, **Sara Z. Evans**, Jamie A. Snyder, John D. Morgan, & Frances P. Abderhalden\*. (2018). Evaluating the Quality of Mid-Sized City Parks: A Replication and Extension of the Public Space Index. *Journal of Urban Design*, 24(1), 119-136.

*This paper utilizes the same dataset discussed in the previous annotation. Along with administering surveys to individuals in parks, students also collected observational data using a*

standardized scale – the Public Space Index. This index had only been used in large urban cities and this study extended this into a mid-sized city. Results highlighted the utility of this index in other types of environments. Additionally, the paper discusses how the index may be modified to be more appropriate in other types of contexts to capture those spaces more adequately.

Morgan, John D., Jamie A. Snyder, **Sara Z. Evans**, Jocelyn Evans, & Rachel M. Greller\*. (2017). Mapping Perceptions of Safety in Parks. *The Florida Geographer*, 49.

*This paper utilizes the same dataset discussed in the previous annotation.* This paper investigates perceptions of safety using printed maps of a public space. Park visitors who filled out the survey also used highlighters to indicate on a map of the park where they felt “less safe”, “neutral”, and “more safe”. These responses were aggregated using GIS methodologies to show areas of agreement on perceptions of safety. Results from this study confirmed and extended existing knowledge on fear of crime. Additionally, students were exposed to a number of different methodologies when participating in the CURE associated with this course, including GIS. Students researchers learned about the underlying assumptions of the method, and were given the opportunity to manipulate GIS data using the real data they collected from local parks.

Evans, Jocelyn J., **Sara Z. Evans**, Daniel B. Shank, and Quinton P. Fallon\*. (2021). Motivations for Social Interaction: The Case of Pokémon Go After the Fad Ended. *Social Science Quarterly*, 102(1): 547-551. <https://doi.org/10.1111/ssqu.12880>.

This study investigated motivations of gameplay in augmented reality games such as Pokemon Go. Data was collected using Amazon MTurk. The study found that players who were motivated by initiating relationships with others were most likely to continue their game play over time. This project grew out of the interest of an individual student involved in a CURE project with myself and the first author. The student initiated further research in this area and we collaboratively developed the study, designed the data collection instrument, analyzed the data, and wrote the paper for publication. This paper was accepted while the student was an undergraduate. It involved time intensive mentoring that included all the elements of a HIP, but would not have been possible if the student was not originally exposed to research in the classroom.

Snyder, Jamie A. and **Sara Z. Evans**. (2017). Fear of crime while camping: Examining Perceptions of Risk, Safety Precautions, and Victimization Effects. *Criminal Justice Studies*, 30(3), 307-319.

In this publication, data is examined to assess how influences such as perception of risk and past victimization impact fear of crime when camping. Results indicate that fear of crime is related to perceptions of risk, but experience of past victimization is only marginally related to fear. These findings are discussed in relation to the large body of existing research on fear of crime in one’s own neighborhood. The data for this study were collected by students enrolled in criminal justice course that included a CURE. Students went into the field on two different weekends and spent a full day collecting data in a national park campground. Each student was IRB certified and trained prior to the data collection days. Students also completed group

research projects associated with the course and participated in a poster presentation symposium open to all university faculty at the conclusion of the semester.

Abderhalden, Frances\*, Jamie A. Snyder, & **Sara Z. Evans**. (2016). Creating the Code of the Campground: Developing High Impact Experiences in Criminal Justice. *Journal of Criminal Justice Education*, 27 (3), 410-431.

This study describes the pedagogical impact of the data collection referenced in the prior annotation. We highlight the benefits of HIPs in criminal justice education and discuss assessment results from the course. Additionally, the writing of this manuscript represents a form of HIP as well. The first author on this manuscript was a graduate student who served as a graduate assistant. The process of writing this manuscript represented mentorship in writing, research, and teaching. The first author continued on to complete a PhD in Criminal Justice in 2020.

**Evans, Sara Z.**, Jerry Daday, Jennifer Thorington-Springer, and Jo-Ellen Becco. (2024). How HIP Are you? Assessing the Impact of High-Impact Practices. Chapter in *Trends in Assessment*, 2nd Ed. Eds. Stephen P. Hundley and Caleb J. Keith. Routledge.

This book chapter reviews existing literature on the assessment of the “impact” of a HIP. We discuss the emerging field of taxonomy creation to measure and codify how high impact each HIP is, and highlight existing taxonomies and their strengths and weaknesses. The chapter is included in a book that was distributed to all attendees at the 2023 Indiana-University Purdue-University Indianapolis Assessment Institute – over 1100 individuals. I was invited to take the lead author role on this paper based on my prior work in HIPs.

The activities I have engaged in related to HIPs and SoTL have informed by philosophy and practice as a teacher and scholar. Over the course of the last eight years, I have used the experiences of implementing HIPs and the assessment of those experiences (much of which has been disseminated in one or more of the works described above) to further refine practice and execution of these pedagogical techniques. In particular, I have refined and improved my use of feedback and reflection based on consistent implementation over time. Specifically, I have developed better skill at identifying how to instruct students to engage in a research project from start to finish by scaffolding from the initial research question to the final product. The studies described above are a partial representation of this work and has the potential to assist others in the same activities, but the core of why I engage in HIPs and assess that with SoTL is a desire to improve student outcomes and student success. This is possible through quality feedback, effective strategies for research facilitation, and setting high expectations for students paired with the support needed to meet those expectations.



## Overview of Promotion of SoTL Work

I have been involved in HIPs in some capacity since 2015. I attended an AAC&U summer workshop with a team from the University of West Florida (UWF) that year and was a leader on campus during the implementation of the QEP, which focused on the use of HIPs to improve communication skills. This QEP eventually involved into a new one that was focused more squarely on the quality of HIPs implementation. As a result of my work in this area, I was a founding member of the HIPs Steering Committee at UWF and a leader in the start of developing taxonomies to assess HIPs at the university. Though I left UWF in 2019, this work continued and there is now a robust set of taxonomies and other resources available to faculty at UWF. I am currently involved in co-authoring a paper on this process and the outcomes of it for student success.

I was awarded competitive summer funding to develop HIP teaching practices for three consecutive summers from the College of Education and Professional Studies at UWF. The work completed in these fellowships led to an interdisciplinary collaboration that spanned from 2016-2019 and resulted (so far) in four peer-reviewed articles, numerous presentations, and three NSF grant applications. I have also served on the program committee for the HIPs in the States conference for the three years it took place, and now as a track leader for the HIPs in the States track of the Assessment Institute at IUPUI (the conference joined with the larger Assessment Institute in 2020). I have facilitated faculty professional development workshops related to the use of HIPs since 2015, internally at UWF and KSU, but also as an invited presenter at Georgia Highlands College, Auburn University, and IUPUI.

In 2020, I was invited with my collaborator Jocelyn Evans to plan and facilitate a workshop on the implementation of CUREs at Auburn University. We were invited based on work we presented at the National Collegiate Honors Council Annual Meeting. This workshop was four hours long and took faculty from across the university through the process of designing a CURE from start to finish, with special attention to a scaffolded approach to maximize faculty time and effort and highlighting the benefits of interdisciplinary teams. Faculty who attended the workshop commented that it was very helpful and assisted them in planning research projects more effectively.

At KSU, I served as the chair of a Faculty Learning Community in 2019-2020 that was focused on the use of undergraduate research as a HIP. In this role I led an interdisciplinary group of faculty in designing resources that will foster greater participation in the university IAE initiative, now available on the IAE website. I served as a participant on two subsequent FLCs in which we investigated other aspects of undergraduate research. One of them ultimately led to a peer-reviewed publication in the *Journal of the Scholarship of Teaching and Learning* on the importance of resilient pedagogy in the context of the COVID-19 pandemic. This publication is discussed in more detail in the annotated section of this packet.

In 2021 I served as a guest co-editor for the *Journal of the Scholarship of Teaching and Learning* for an issue focused on undergraduate research as a HIP, which resulted in an issue featuring 21 high-quality articles (linked [here](#)). I have been involved with the group “HIPs in the States” since its inception in 2016. We have an annual conference each year and I have served in a leadership role as a track leader and member of the program committee. In 2020, we merged

with the IUPUI Assessment Institute, and I have continued to serve as a track leader for this conference. As a result of my work in this area I was recently invited to serve on the editorial board for *Experiential Teaching and Learning in Higher Education*.

Within the system, I was invited to participate on a working group to revise the USG Taxonomy for Scaling Equitable HIPs in 2020. I was also invited to facilitate a workshop at Georgia Highlands College on the implementation of CUREs, which took place in October 2021. This workshop was focused on the development of interdisciplinary teams to engage in undergraduate research as a HIP, and was presented to a faculty learning community. My perspective on the use of interdisciplinary teams for CUREs has developed over time and is largely based on the desire to help faculty be more successful with limited time and resources. Recently, I have served as a Faculty Fellow for Academic Innovation since Spring 2023 at KSU, and in this role part of my focus will have been on professional development for faculty interested in implementing HIPs and SoTL projects. Through this work, I developed a handbook for best practices for student success in undergraduate research as a resource for faculty (linked [here](#)).

Feedback from faculty who have attended workshops I facilitate has been overwhelmingly positive. Faculty in one workshop on reflection commented that the most helpful aspects of the session were *“tools to use for engagement”* and *“ideas for including reflection on feedback in a worksheet format”*. One faculty member commented on the overall workshop – *“Sara provided multiple types and modalities of reflection practices that helped me understand how I can apply these practices”*. Participants who attended a workshop focused on the design of a CURE commented that the most helpful pieces were *“new ideas and concepts for strengthening/accessing student learning”*, and *“discussion on keeping students at the center”*. Finally, when conducting workshops for faculty members I am sensitive to the same needs for engagement and quality pedagogy, as such, each session I design includes periodic breaks for discussion, feedback, and brainstorming to develop ideas related to each person’s individual work. One faculty member who attended a session commented on this, noting *“I enjoyed the breakout sessions to hear ideas from other faculty on how they are using reflection”*.

Collaborating with students on research is a valuable part of my role as a faculty member and evidence of the impact of my work within the discipline of SoTL. I have several publications with student co-authors and continue to seek out opportunities to work on research with students. I have worked with approximately 200 students over the last eight years at various levels of involvement. Twenty-two of those students engaged in a project from start to finish and were closely mentored by me and my faculty collaborators. Of those twenty-two students, one has completed a PhD and began a tenure-track position in 2020 at California State University – Los Angeles; one is currently in a PhD program in Geosciences; six have completed master’s degrees; and at least five more are currently enrolled in graduate school.

**Sara Z. Evans, PhD.**  
**Condensed Curriculum Vitae**

**Publications** (\*indicates current or former student co-author)

- Greensmith, Cameron., Channer, Bianca., **Evans, Sara Z.**, & McGrew, Mandy. (2022). Resilient Pedagogy: Lessons Learned from the COVID-19 Pandemic. *Journal of the Scholarship of Teaching and Learning*.
- Evans, Sara Z.**, Jamie A. Snyder, Frances Abderhalden\*, Jocelyn Evans, & John D. Morgan. (2021). Collective efficacy and disorder in city parks. *The Pursuit*, 4(2): 11-40.
- Evans, Sara Z.** and Jocelyn Evans. (2021). Undergraduate Research Embedded Across the Curriculum Through Scaffolded Projects. *Journal of the Scholarship of Teaching and Learning*, 21(1). <https://doi.org/10.14434/josotl.v21i1.30552> .
- Evans, Jocelyn J., **Sara Z. Evans**, Daniel B. Shank, and Quinton P. Fallon\*. (2021). Motivations for Social Interaction: The Case of Pokémon Go After the Fad Ended. *Social Science Quarterly*, 102(1): 547-551. <https://doi.org/10.1111/ssqu.12880>.
- Evans, Jocelyn, **Sara Z. Evans**, Jamie A. Snyder, John D. Morgan, & Frances P. Abderhalden\*. (2018). Evaluating the Quality of Mid-Sized City Parks: A Replication and Extension of the Public Space Index. *Journal of Urban Design*, 24(1), 119-136.
- Morgan, John D., Jamie A. Snyder, **Sara Z. Evans**, Jocelyn Evans, & Rachel M. Greller\*. (2017). Mapping Perceptions of Safety in Parks. *The Florida Geographer*, 49.
- Snyder, Jamie A. and **Sara Z. Evans**. (2017). Fear of crime while camping: Examining Perceptions of Risk, Safety Precautions, and Victimization Effects. *Criminal Justice Studies*, 30(3), 307-319.
- Abderhalden, Frances\*, Jamie A. Snyder, & **Sara Z. Evans**. (2016). Creating the Code of the Campground: Developing High Impact Experiences in Criminal Justice. *Journal of Criminal Justice Education*, 27 (3), 410-431.
- Evans, Sara Z.**, Jerry Daday, Jennifer Thorington-Springer, and Jo-Ellen Becco. (2024). How HIP Are you? Assessing the Impact of High-Impact Practices. Chapter in *Trends in Assessment*, 2nd Ed. Eds. Stephen P. Hundley and Caleb J. Keith. Routledge.
- Evans, Sara Z.** and Jocelyn Evans. (2022). "Data collection in undergraduate research". In *Delivering on the Promise of HIPs*. Eds. Jerry Daday, Jillian Kinzie, Ken O'Donnell, Carleen Vande Zande, and John Zilvinskis. Stylus Publishing.

**Presentations:**

- Evans, Sara Z. Code of the Playground: Collaborative Research on Social Cohesion in Neighborhoods. First Tuesday Luncheon, Department of Sociology & Criminal Justice, Kennesaw State University. March 2023.
- Evans, Sara Z.** and Jocelyn Evans. "Data collection in undergraduate research: tips, tricks, and lessons learned". Presented at the annual meeting of HIPs in the States. College Station, TX. February 2020.
- Evans, Sara Z.** and Jocelyn Evans. "Work Smarter, Not Harder: Embedding Undergraduate Research as a Path Towards Tenure and Promotion". Presentation at the National Collegiate Honors Council annual meeting. New Orleans, LA. November 2019.
- Evans, Sara Z.**, Jamie Snyder, Jocelyn Evans, Frances Abderhalden\*, & Derek Morgan. "Perceptual and Observational Measures of Disorder in Campgrounds: An

- Exploratory Analysis". Presented at the American Society of Criminology annual meeting. New Orleans, LA. November 2016.
- Evans, Jocelyn, **Sara Z. Evans**, Jamie Snyder, & Derek Morgan. "Evaluating the Quality of Pensacola City Parks Using the Public Space Index and GIS". Presented at the American Society of Criminology annual meeting. New Orleans, LA. November 2016.
- Morgan, Derek, Jamie Snyder, **Sara Z. Evans**, & Jocelyn Evans. "Mapping Perceptions of Safety in Parks". Presented at the American Society of Criminology annual meeting. New Orleans, LA. November 2016.
- Snyder, Jamie, **Sara Z. Evans**, Derek Morgan, and Jocelyn Evans. "Implementing Unique Pedagogical Experiences for Students: Data Collection and Fear in Parks." Presented at the American Society of Criminology annual meeting. New Orleans, LA. November 2016.
- \*Abderhalden, Frances P., \*Bhakta, Sejal and **Evans, Sara Z.** "Rural vs. Urban Fear of Crime." Poster presentation at the Southern Criminal Justice Association annual meeting. Charleston, South Carolina, September 9, 2015.
- Snyder, Jamie A., **Sara Z. Evans**, and Frances Abderhalden\*. "Fear of crime and perceptions of risk while camping". Presented at the Academy of Criminal Justice Sciences Annual Meeting. Orlando, FL. March 2015.
- Tatum, Kimberly, **Evans, Sara**, Snyder, Jamie, Johnson, Kathy, Crow, Matthew, and Hough, Richard. "What? So What? Now What? Developing High Impact Practices in Criminal Justice Education". Presented at the annual meeting of the Southern Criminal Justice Association. September 18, 2013.

### **Teaching Experience**

- 2019-present Kennesaw State University, Teacher of Record  
*Research Methods in Criminal Justice; Police in America; Criminology; Race, Crime, & Justice; Advanced Research Methods (graduate course); Advanced Criminological Theory (graduate course); Senior Seminar; MSCJ Thesis committee member*
- 2011-2019 University of West Florida, Teacher of Record  
*Research Methods in Criminal Justice; Survey of Crime and Justice; Criminology; Family Crime and Violence; Race, Gender, Ethnicity, & Crime; Quantitative and Qualitative Data Analysis (graduate course); Criminal Justice and the Juvenile (graduate course); Criminological Theory (graduate course); Crime, Camping, & Fear (undergraduate and graduate split level course); Area Paper Supervisor (graduate); Graduate Student Internship Supervisor*

### **Professional Service**

- 2022-present Editorial Board member, *Experiential Learning and Teaching in Higher Education*
- 2022-present Track Leader for HIPs in the States Track, Assessment Institute, Indiana University Purdue University Indianapolis
- 2020-2021 Guest editor, special issue on undergraduate research as a high-impact practice, *Journal of the Scholarship of Teaching and Learning*

### **Training and Workshops Developed and Presented:**

- 2022 Evans, Jocelyn, and **Sara Z. Evans**. Fostering Data Literacy Skills Early as a Foundation for Undergraduate Research. Presented at the IUPUI Assessment Institute. Indianapolis, IN. October 2022.
- 2021 **Evans, Sara Z.**, and Jocelyn Evans. “Work Smarter, Not Harder: HIPs, CUREs, and Interdisciplinary Research”. Invited faculty professional development workshop. Georgia Highlands College. Virtual. October 2021.
- 2021 **Evans, Sara Z.**, and Jocelyn Evans. “The Use of Reflection in HIPs: Undergraduate Research in Research Methods”. Presented at the IUPUI Assessment Institute in the HIPs in the States track. Virtual. October 2021.
- 2021 **Evans, Sara Z.**, and Jocelyn Evans. “Developing Interdisciplinary Teams to Engage in Undergraduate Research”. Workshop developed and presented for the Office of Undergraduate Research at Kennesaw State University. Virtual. March 2021.
- 2021 Utschig, Tris, Amy Buddie, & **Sara Z. Evans**. “Engaging Students as Scholars: Incorporating Undergraduate Research into Your Course”. Webinar co-developed and presented for the Center for Excellence in Teaching and Learning at Kennesaw State University. Virtual. January 2021.
- 2020 **Evans, Sara Z.**, and Jocelyn Evans. “Creating an Interdisciplinary Team to Engage in Undergraduate Research: Finding Your Tribe”. Interactive workshop presented at the IUPUI Assessment Institute in the HIPs in the States track. Virtual. October 2020.
- 2020 **Evans, Sara Z.** Course Based Undergraduate Research: Strategies and Considerations. Invited presentation at the Indiana University Purdue University Indianapolis webinar series. Virtual. October 2020.
- 2020 **Evans, Sara Z.** Research Academy at Indiana University Purdue University Indianapolis. Invited as facilitator for the 2020 academy to mentor faculty in developing undergraduate research projects. Cancelled due to COVID-19.
- 2020 **Evans, Sara Z.** and Jocelyn Evans. Work Smarter, Not Harder: Embedding Undergraduate Research into Course(s). Invited to facilitate workshop at Auburn University, Auburn, AL. March 2020.
- 2019 **Evans, Sara Z.** and Jocelyn Evans “Embedding Undergraduate Research into Course(s): How to Work Smarter, Not Harder”. Interactive workshop facilitated at the HIPs in the States Conference. Bowling Green, KY. February 2019.
- 2018 **Evans, Sara Z.** and Jocelyn Evans. “Shoot for the Moon and Settle for Out of Sight: Embedding Undergraduate Research in a First Year Experience Course”. Interactive workshop facilitated at the HIPs in the States Conference. Dominguez Hills, CA. February 2018.
- 2016 **Evans, Sara Z.** Workshop Presenter: Developing a QEP Proposal, College of Education and Professional Studies, University of West Florida
- 2015 **Evans, Sara Z.** Workshop Presenter: Undergraduate Research as a High Impact Practice, The Center for University Teaching, Learning, and Assessment, University of West Florida.



**CENTER FOR  
POSTSECONDARY RESEARCH**

INDIANA UNIVERSITY  
School of Education  
Bloomington

October 29, 2023

I am pleased to provide this letter of support for **Dr. Sara Evans'** nomination for the **Regents' Scholarship of Teaching and Learning Award**. I have gotten to know Dr. Evans via our joint interest in studying high-impact practices (HIPs) and undergraduate research. She also contributed a chapter to the book, *Delivering on the Promise of High-Impact Practices* (2022), on which I was one of the co-editors. She is a talented scholar and thoughtful teacher with capacity for advancing the Scholarship of Teaching and Learning (SoTL) with her practical and innovative approaches to teaching and commitment to disseminating her work.

I am impressed with Dr. Evan's approach to connecting SoTL and HIPs to integrate her teaching, research, and service. This integration is evident in the different HIPs embedded in courses and as stand-alone experiences and her creation of meaningful field-based experiential learning that draws students deeper into their learning. It is also admirable that she is willing to share her expertise and learn new things by participating in professional development opportunities such as attending workshops and making presentations at a range of conferences. She is a generous colleague and supporter of others interests in these topics and is thoughtful about supporting scholars. Her publications focused on exposing pedagogical decisions, sharing assignments and approaches, disseminating findings about SoTL, and discussing the practical difficulties for faculty employing HIPs, are further testament to her dedication to helping instructors and advancing the scholarly study of teaching. These publications offer faculty actionable recommendations and provide the field valuable evidence.

Dr. Evans is dedicated to evidence-based teaching and is committed to contributing to the body of evidence of experiential learning, HIPs, and mentoring in undergraduate research. Her publication record demonstrates the essence of SoTL in that it reflects the habits and skills of scholars – asking questions, gathering a variety of forms of evidence, drawing conclusions and implications – and brings this directly into the work of teaching and student learning. This is well demonstrated in the series of papers about safety in parks and risks while camping that involved deep levels of experiential learning and undergraduate research coupled with thoughtfully designed assignments and evidence of impact of student learning. Appropriately, she also demonstrates the important reflexive element of SoTL work, the refinement of her practice and improvement of pedagogical techniques in her use of feedback and reflection.

Dr. Evans has established herself as a steady leader to advance HIPs in higher education. Beginning with her first involvement at the University of West Florida, which has carried on since she left the institution, and continuing through her leadership in the HIPs in the States initiative, she has helped foster the scholarship of HIPs and the spread of the pedagogy through evidence. Other institutions have recognized her strengths in facilitating faculty work on HIPs and the value of scaffolding, and she has helped the USG system create the Taxonomy for Scaling Equitable HIPs, facilitated a workshop at Georgia Highlands College on the implementation of CUREs, and created a faculty handbook for best practices for student success in undergraduate research. Her leadership as an active teacher and scholar is important to helping other faculty see how they too can implement this work, even with limited resources.

Dr. Evans dedication to the art and scholarship of teaching and her capacity to support other educators is consistent with SoTL principles and deserving of recognition.

Sincerely,

Jillian Kinzie, Ph.D.

Associate Director, National Survey of Student Engagement and the Center for Postsecondary Research