

Jennifer Ann Morrow, Ph.D.

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SCHOLARLY PROFILE

- ✦ Higher education assessment, evaluation, and graduate education scholar specializing in evaluation methodology, methodological training, measurement development, graduate student success, and the preparation of future assessment and evaluation professionals.
- ✦ Extensive record of interdisciplinary graduate program leadership, including directing graduate studies, reimagining graduate curricula, leading Graduate Council initiatives, and advancing graduate student onboarding and professional development systems.
- ✦ Author of 40+ peer-reviewed publications and recipient of nearly \$900,000 in funded research and evaluation projects spanning assessment, methodology training, teaching psychology, and student development.
- ✦ Nationally recognized for scholarship and mentorship focused on evaluator preparation, methodological training, and workforce development in higher education assessment and evaluation.
- ✦ National contributor to emerging scholarship on AI literacy, data-informed decision-making, and innovative graduate education practices within research-intensive universities.

EDUCATION

- 2001 Ph.D., Experimental Psychology, May 2001
University of Rhode Island, Kingston, RI
- 1998 M.A., General Psychology, May 1998
Rhode Island College, North Providence, RI
- 1995 B.A., Psychology (with distinction), May 1995
University of Rhode Island, Kingston, RI

PROFESSIONAL EXPERIENCE

- 2026-pres. Graduate Associate Dean for Curricular Innovation and Program Vitality
- 2025-2026 UTK Graduate Fellow, DGS Onboarding and Success (limited appt.)
- 2024-2026 Director of Graduate Studies, Dept. of Educational Leadership and Policy Studies, UT, Knoxville, TN

2013-pres.	Associate Professor (tenured), UT, Knoxville, TN
2013-2026	Affiliate Faculty/College Coordinator, Intercollegiate Graduate Statistics Data Science (IGSDSP) program, UT, Knoxville, TN
2007-2015	Affiliate Faculty & Research and Methodology Consultant, Institute for Assessment and Evaluation, UT (closed in 2015)
2007-2013	Assistant Professor, University of Tennessee (UT), Knoxville, TN (tenured in 2013)
2007-2009	Adjunct Associate Professor (affiliated appointment), ODU
2002-2006	Consultant, Survey and Evaluation Research Lab (SERL), Richmond, VA
2001-2007	Assistant Professor, Old Dominion University (ODU), Norfolk, VA (tenured in 2007)

HONORS AND AWARDS

MAJOR AWARDS AND RECOGNITIONS

- 2025 **Awarded** the University of Tennessee Graduate Student Senate Award for Outstanding Graduate Professor (nominated by current students)
- 2025 **Awarded** the University of Tennessee Graduate Student Senate Award for Outstanding Graduate Research Mentor (nominated by current students)
- 2024 **Awarded** the John Tunstall Outstanding Faculty Award (nominated by colleagues)
- 2024 **Awarded** the University of Tennessee Graduate Student Senate Award for Outstanding Graduate Professor (nominated by current students)
- 2024 **Awarded** the University of Tennessee Graduate Student Senate Award for Outstanding Graduate Research Mentor (nominated by current students)
- 2020 **Awarded** the University of Tennessee's Department of Educational Psychology and Counseling's Excellence in Graduate Student Mentorship Award (nominated by current students)
- 2020 **Awarded** the University of Tennessee Graduate School Graduate Research Mentor of the Year Award (nominated by current students)
- 2019 **Awarded** the Gary L. and Rebecca S. Blausen Endowed Faculty Support Award (nominated by colleagues)
- 2019 **Awarded** the Chancellor's Excellence in Advising/Mentoring Award (nominated by current and former students)
- 2018 **Awarded** Top Paper Award at the 68th Annual International Communication Association Conference (The Instructional & Developmental Division)
- 2016 **Awarded** the 2016 Chancellor's Excellence in Teaching Award (nominated by multiple current and former students)
- 2015 **Awarded** the 2015 University of Tennessee Alumni Outstanding Teacher Award
- 2013 **Awarded tenure and promoted** to Associate Professor (University of Tennessee)
- 2007 **Awarded tenure and promoted** to Associate Professor (Old Dominion University)
- 2006 **Awarded** a NIDA/NIAAA travel award to present a poster at the APA 2006 convention
- 2005 **Awarded** the Office of Student Services and Leadership (OSAL) Faculty of the Year Award (nominated by a colleague and a student)
- 2004 **Chosen** by the Spring Commencement's Department of Psychology's Outstanding Scholar as their inspirational faculty member, ODU

2004 **Chosen** by the College of Science's Outstanding Laboratory Instructor as their inspirational faculty member, ODU

SCHOLARSHIP AND PUBLICATIONS

My scholarly work advances how higher education institutions use assessment, evaluation, methodology, and graduate education practices to improve student learning, institutional effectiveness, and professional preparation. Across more than two decades of scholarship, I have developed an integrated research agenda focused on strengthening evidence-informed practice while preparing future leaders in assessment, evaluation, and applied research.

My publications reflect sustained contributions in higher education assessment, evaluation methodology, psychometrics and measurement development, graduate student success, methodological training, and college student development. More recently, my work has expanded to include artificial intelligence literacy, data-informed graduate education, and the ethical integration of AI into research and assessment practice within higher education.

A defining feature of my scholarly agenda is the intentional integration of mentorship, graduate education leadership, and collaborative research. Many publications were developed alongside graduate students and emerging professionals as part of my broader commitment to building sustainable pathways for the next generation of assessment, evaluation, and graduate education leaders.

Publication Metrics: h-index = 20; i10-index = 25. My publication Investigating “sense of belonging” in First-Year college students remains one of the most highly cited studies in the college student belonging literature, with 1,591 citations as of May 2026.

PEER REVIEWED ARTICLES

***= graduate/undergraduate student as first author**

1. *Compton, K., Narvaiz, S., Banks, A., Bland, D., McCollum, T., Cain, L., **Morrow, J.A.**, Rocconi, L., & Skolits, G. (**accepted**). Prevalence of qualitative and mixed methods coursework in educational assessment, evaluation, and research doctoral programs. *The Qualitative Report*
2. Bejar, M., Fisher, L., & **Morrow, J.A.** (2026). Development and validation of the Running Identity Scale. *Journal of Sport Behavior*, 49(1), 1-27.
3. *Amoako, R., & **Morrow, J.A.** (2025). Development and Initial Validation of the Comprehensive AI Integration Readiness Survey (CAIIRS). *International Journal of Teaching and Learning in Higher Education*, 36(1), article 11.
<https://doi.org/10.7771/1812-9129.1064>
4. Boyd, A., Rocconi, L., & **Morrow, J.A.** (2024). Construct validation and measurement invariance of the Parasocial Relationships in Social Media (PRISM) survey. *PLoS ONE*, 19(3): e0300356. <https://doi.org/10.1371/journal.pone.0300356>
5. **Morrow, J.A.** (2023). Using ChatGPT to develop survey questions: A survey researcher's experience using artificial intelligence (AI) for item development. *Emerging Dialogues*.

- <https://www.aalhe.org/emerging-dialogues---using-chatgpt-to-develop-survey-questions-a-survey-researcher-s-experience-using-artificial-intelligence--ai--for-item-development>
6. *Christen, R.C., **Morrow, J.A.**, Polychronopolous, G., & Clucas Leaderman, E. (2023). What should be in an assessment professional's toolkit? Higher education assessment professionals' needs for additional training. *Intersection: A Journal at the Intersection of Assessment and Learning*, 4(1). <https://aalhe.scholasticahq.com/article/57789-what-should-be-in-an-assessment-professional-s-toolkit-perceptions-of-need-from-the-field>
 7. Boyd, A., **Morrow, J.A.**, & Rocconi, L. (2022). Development and validation of the Parasocial Relationships in Social Media Survey. *The Journal of Social Media in Society*, 11(2), 192-208. <https://www.thejsms.org/index.php/JSMS/article/view/1085>
 8. Christen, S., Violanti, M., & **Morrow, J.A.** (2022). Creating the Projecting a Social Presence Measure: Self rated behaviors that indicate mediated presence. *Online Learning: The Official Journal of OLC*, 26(3), doi: <http://dx.doi.org/10.24059/olj.v26i3.2202>
 9. *Jones, S.N., & **Morrow, J.A.** (2022). The impact of first-generation status, living in an LLC, and campus club involvement on sense of belonging in the first semester. *The Journal of Campus Activities Practice and Scholarship*, 4(2), 14-22. <https://files.eric.ed.gov/fulltext/EJ1359552.pdf>
 10. Gibson, T.O., **Morrow, J.A.**, & Rocconi, L. (2022). Development and validation of the Emporium Model Motivation Scale (EMMS). *Future Review*, 5(1), <https://futurereview.org/future-review/>.
 11. *Pacheco Diaz, N., Walker, J., Rocconi, L., **Morrow, J.A.**, Skolits, G., Osborne, J., & Parlier, T.R. (2022). Faculty use of end of course evaluations. *International Journal of Teaching and Learning in Higher Education*, 33(3). <https://files.eric.ed.gov/fulltext/EJ1366195.pdf>
 12. **Morrow, J.A.**, Polychronopolous, G., Clucas Leaderman, E., & Christen, R.N. (2022). A snapshot of needed skills and dispositions through the lens of assessment professionals in higher education: Findings from a national survey. *Journal of Research & Practice in Assessment*, 17(2), 19-39. <https://files.eric.ed.gov/fulltext/EJ1348804.pdf>
 13. *Butler, B., & **Morrow, J.A.** (2021). Developing and implementing an intervention study: Strategies for mentoring students throughout the research process. *Teaching of Psychology*, 50(3), 278-283. doi:[10.1177/00986283211029946](https://doi.org/10.1177/00986283211029946)
 14. *Butler, B., **Morrow, J.A.**, Soblo, H., & Benson, K. (2021). Enhancing international graduate students' written and oral communication: A discussion of their perceived needs and pedagogical recommendations. *The CATESOL Journal*, 32(1), 68-79. <https://doi.org/10.5070/B5.35914>
 15. Gibson Jr., T.O., **Morrow, J.A.**, Rocconi, L.M. (2020). A modernized heuristic approach to robust exploratory factor analysis. *Quantitative Methods for Psychology*, 16(4), 295-307. doi: [10.20982/tqmp.16.4.p295](https://doi.org/10.20982/tqmp.16.4.p295)
 16. Gibson, T.O., **Morrow, J.A.**, Skolits, G., & Rocconi, L. (2020). Students' experiences learning in the Emporium Model: A conceptual analysis. *The Learning Assistance Review*, 25(2), 51-83. <https://files.eric.ed.gov/fulltext/EJ1281848.pdf>
 17. **Morrow, J.A.** (2019). Engaging students into discussions about alcohol and drugs: Using expressive writing activities within a first-year classroom. *E-Source for College Transitions*. https://issuu.com/nrcpubs/docs/esource_17.1/5?e=6&o=1
 18. Kelly, S., Romero, A., **Morrow, J.A.**, Denton, Z., & Ducking, J. (2019). Instructor misbehaviors and math anxiety. *Communication Reports*, DOI: [10.1080/08934215.2019.1675737](https://doi.org/10.1080/08934215.2019.1675737). **International Communication Association Conference top paper award in 2018**

19. Marlow-Ormsby, S., & **Morrow, J.A.** (2019). Development of a logic model for use in evaluation of learning support programs. *Journal of Student Success and Retention*, 6(1), 1-26. https://www.jossr.org/wp-content/uploads/2019/09/Development-of-a-Logic-Model-for-Use-in-Evaluation-of-Learning-Support-Programs_9.15.pdf
20. **Morrow, J.A.**, Ariovich, L., Bral, C., Gregg, P., & Gulliford, M. (2019). The assessment profession in higher education: A snapshot of perceptions, roles, and activities. *Assessment Update*, 31(3), 10-12. [*All authors contributed equally and are presented in alphabetical order] <https://onlinelibrary.wiley.com/doi/epdf/10.1002/au.30175>
21. **Morrow, J.A.**, Nadel, S., & Moret, L. (2018). *College students' postings on Yik Yak: Is it all negative?* *College Student Journal*, 52(2), 258-264. <https://research-ebsco-com.utk.idm.oclc.org/c/4zvegk/viewer/pdf/dy6zm47r35?route=details>
22. *Nadel, S., **Morrow, J.A.**, Skolits, G., & Daulton, B.J. (2018). Identifying the strengths and barriers of student success: Perceptions of technical college students. *American Technical Education Association Journal*, 44(2), 31-34. <https://link.gale.com/apps/doc/A555231288/AONE?u=knox61277&sid=bookmark-AONE&xid=394d2270>
23. *Pathirage, D., **Morrow, J.A.**, Walpitige, L., & Skolits, G. (2014). Helpfulness of ESL courses for International Students studying in the United States. *International Education*, 43(2), 25-38. https://www.researchgate.net/publication/343615205_Helpfulness_of_ESL_Courses_for_International_Students_Studying_in_the_United_States
24. **Morrow, J.A.**, Kelly, S., & Skolits, G. (2013). Reducing power differentials in the classroom using student-based research scenarios: Applications in undergraduate and graduate research methods classrooms. *Communication Teacher*, 27(3), 156-160. <https://doi.org/10.1080/17404622.2013.775469>
25. **Morrow, J.A.**, & Ackermann, M. (2012). Intention to persist and retention of first-year students: The importance of motivation and sense of belonging. *College Student Journal*, 46(3), 483-491. <https://research.ebsco.com/c/4zvegk/viewer/pdf/b65tmzyikz>. (809 citations)
26. Dunaway, K., **Morrow, J.A.**, & Porter, B. (2012). Development and validation of the Cultural Competence of Program Evaluators (CCPE) Self-Report Scale. *American Journal of Evaluation*, 33(4), 496-514. [doi: 10.1177/1098214012445280](https://doi.org/10.1177/1098214012445280)
27. Skolits, G., Woodard, T., **Morrow, J.A.**, & Kaesbauer, S. (2012). Focusing, situating, and grounding micro-level evaluation field experience: An instructional model. *American Journal of Evaluation*, 33(1), 124-136. <https://journals.sagepub.com/doi/pdf/10.1177/1098214011419025>
28. Hale, A., Skinner, C., Wilhoit, B., Ciancio, D., & **Morrow, J.A.** (2012). Variance in broad reading accounted for by measures of reading speed embedded within maze and comprehension rate measures. *Journal of Psychoeducational Assessment*, 30, 539-554. DOI: [10.1177/0734282912440787](https://doi.org/10.1177/0734282912440787)
29. **Morrow, J.A.**, Clayman, S., & McDonagh, B. (2012). In their own voices: Trauma survivors' experiences in overcoming childhood trauma. *Sage Open*. [doi: 10.1177/2158244012440002](https://doi.org/10.1177/2158244012440002)
30. Skolits, G.J., **Morrow, J.A.**, & Burr, E.M. (2009). Reconceptualizing evaluator roles. *American Journal of Evaluation*, 30(3), 275-295. <https://journals.sagepub.com/doi/pdf/10.1177/1098214009338872>. (115 citations).

31. *Braitman, A.L., Kelley, M.L., Ladage, J., Schroeder, V., Gumienny, L.A., **Morrow, J.A.**, & Klostermann, K. (2009). Alcohol and drug use among college student adult children of alcoholics. *Journal of Alcohol and Drug Education*, 53, 69-88. <https://research-ebsco-com.utk.idm.oclc.org/linkprocessor/plink?id=8e96478e-53be-3c1e-83e9-b25db2e2a643>
32. Skinner, C.H., Williams, J.L., **Morrow, J.A.**, Hale, A.D., Neddenriep, C., & Hawkins, R.O. (2009). The validity of a reading comprehension rate: Reading speed, comprehension, and comprehension rates. *Psychology in the Schools*, 46(10), 1036-1047. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/pits.20442>
33. *Leary, C., Kelley, M., **Morrow, J.A.**, Mikulka, P. (2008). Parental use of physical punishment as related to family environment, psychological well-being, and personality in undergraduates. *Journal of Family Violence*, 23, 1-7. <https://link.springer.com/content/pdf/10.1007/s10896-007-9124-9.pdf>
34. *Ackermann, M., & **Morrow, J.A.** (2007-2008). A principal components analysis and validation of the Coping with the College Environment Scale (CWCES). *Journal of College Student Retention*, 9(2), 133-148. <https://journals.sagepub.com/doi/pdf/10.2190/cs.9.2.a>
35. Harlow, L.L., Burkholder, G.J., & **Morrow, J.A.** (2006). Engaging students in learning: An application with quantitative psychology. *Teaching of Psychology*, 33(4), 231-235. https://journals.sagepub.com/doi/pdf/10.1207/s15328023top3304_3
36. *Mathews, A., Derlega, V.J., & **Morrow, J.A.** (2006). What is highly personal information and how is it related to self-disclosure decision making? The perspective of college students. *Communication Research Reports*, 23(2), 85-92. <https://doi.org/10.1080/08824090600668915>
37. *Dye, G., **Morrow, J.A.**, & Harlow, L.L. (2006). Personality and athleticism: Differences and relationships. *Journal of Psychology and Behavioral Sciences*, 19, 36-44. https://www.researchgate.net/publication/230727452_Dye_G_Morrow_J_A_Harlow_L_L_2006_Personality_and_athleticism_Differences_and_relationships_Journal_of_Psychology_and_the_Behavioral_Sciences_19_36-44
38. *Beckwith, H., & **Morrow, J.A.** (2005). Sexual attitudes of college students: The impact of religiosity and sexuality. *College Student Journal*, 39(2), 357-366. <https://research-ebsco-com.utk.idm.oclc.org/linkprocessor/plink?id=9f959db3-9fb2-33a6-8b3b-c0556cfb14ef>. (156 citations).
39. Cash, T.F., **Morrow, J.A.**, Hrabosky, J.I., & Perry, A.A. (2004). How has body image changed? A cross-sectional study of college women and men from 1983 to 2001. *Journal of Consulting and Clinical Psychology*, 72(6), 1081-1089. [DOI:10.1037/0022-006X.72.6.1081](https://doi.org/10.1037/0022-006X.72.6.1081). (651 citations).
40. Lewis, R.J., Griffin, J., Winstead, B.A., **Morrow, J.A.**, & Schubert, C. (2003). Psychological characteristics of women who do or do not report a history of sexual abuse. *Journal of Prevention and Intervention in the Community*, 26, 49-65. Reprinted in S.S. Lee (Ed.), *Traumatic stress and its aftermath: cultural, community, and professional contexts* (pp. 49-65), Binghamton, NY: Haworth Press. https://doi.org/10.1300/J005v26n01_05
41. Hoffman, M.B., Richmond, J.R., **Morrow, J.A.**, & Salomone, K. (2002-2003). Investigating "sense of belonging" in First-Year college students. *Journal of College Student Retention*, 4(3), 227-256. <https://journals.sagepub.com/doi/pdf/10.2190/DRYC-CXQ9-JQ8V-HT4V> [Most cited article, 1591 citations as of 5/2026]
42. Harlow, L.L., Burkholder, G.J., & **Morrow, J.A.** (2002). Evaluating attitudes, experience, and performance in quantitative methods: A structural modeling approach. *Structural*

Equation Modeling, 9, 413-430.

https://www.tandfonline.com/doi/pdf/10.1207/S15328007SEM0903_6

BOOK CHAPTERS

1. **Morrow, J.A.**, Shipley, L., & Kelly, S. (2018). Using PechaKucha in the classroom. In R. J. Harnish, K. R., Bridges, D. N., Sattler, M. L., Signorella, & M. Munson (Eds.). *The Use of Technology in Teaching and Learning*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>
2. Kelly, S., **Morrow, J.A.**, & Skolits, G. (2015). Effective mentorship, effective communication. In Anyansi-Archibong, C. (Ed.), *Contemporary Issues Surrounding Ethical Research Methods and Practice*. Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-4666-8562-8.ch008>
3. Skolits, G.J., **Morrow, J.A.**, & Burr, E.M. (2015). Reconceptualizing evaluator roles. In Coryn, C.L.S., & Westine, C. (Eds.), *Contemporary Trends in Evaluation Work*, Vol. 1, Sage.

ENCYCLOPEDIA ENTRIES

1. Kelly, S., & **Morrow, J.A.** (2017). Discriminant analysis. *The SAGE encyclopedia of Communication Research Methods*, pg. 395-399.
2. Kelly, S., & **Morrow, J.A.** (2017). Factor, nested. *The SAGE encyclopedia of Communication Research Methods*, pg. 497-499.

BOOK REVIEWS

1. **Morrow, J.A.**, & Schultz, S.A. (2005). Review of computer-assisted research design and analysis. *Structural Equation Modeling*, 12(2), 336-341.

GRANTS AND CONTRACTS

Across more than twenty-five years in higher education, I have secured external and internal funding to support interdisciplinary research, evaluation, assessment, methodological training, and institutional improvement initiatives within higher education, healthcare, community-based organizations, and K-12 settings. My funded work reflects a sustained commitment to applied scholarship that translates rigorous methodological and psychometric practices into actionable strategies for improving student success, teaching and learning, organizational effectiveness, and professional preparation. These projects have included large-scale program evaluations, institutional assessment initiatives, survey and instrument development studies, intervention and prevention research, graduate education and advising assessment projects, and methodological training initiatives focused on data literacy, statistics education, data cleaning, and artificial intelligence integration in research and assessment practice. A defining feature of this work is the integration of graduate student mentorship and collaborative scholarship, with many funded projects involving graduate students as co-investigators, evaluators, research assistants, and emerging scholars. To date, **I have secured approximately \$890,000 in funded research, evaluation, and assessment support across 36 funded projects.**

PAST GRANTS AND CONTRACTS (FUNDED)

1. **Morrow, J.A.** (PI), & Cain, L. (Co-PI). "Redevelopment and validation of the College Sense of Belonging Scale". Spencer Foundation. August 2023 – July 2025. \$49,843.
2. **Morrow, J.A.** (PI). "How do Teaching of Psychology authors approach data cleaning and data equity?: A review of articles from 2012-2022". The Society for the Teaching of Psychology. January 2024 to December 2024. \$2040.
3. **Morrow, J.A. (PI)**. Summer 2023 Faculty Research Assistants Funding (FRAF). University of Tennessee. May 2023 – August 2023. \$2250
4. **Morrow, J.A. (PI)**. "Exploring the use of ChatGPT in the college classroom." The University of Tennessee's Teaching and Learning Innovation Scholarship of Teaching and Learning (SoTL) grant. May 2023 – June 2023. \$2000
5. *Jones, S.N. (Co-PI) & **Morrow, J.A.** (Co-PI). "A case study that investigates the extent to which UTK faculty and staff participate in on-campus sustainability initiatives." Friends of EPC Student Research Award. University of Tennessee Educational Psychology & Counseling Department. March 2022 – June 2022. \$400.
6. *Christen, R.N. (Co-PI) & **Morrow, J.A.** (Co-PI). "Leadership and its relationship to assessment of professionals' desire to obtain additional training and professional development for their position". Friends of EPC Student Research Award. University of Tennessee Educational Psychology & Counseling Department. March 2022 – June 2022. \$400.
7. *Schmidt, A. (Co-PI) & **Morrow, J. A.** (Co-PI). "The Importance of Conference Travel on the Employability of Graduate Students". Friends of EPC Student Research Award. University of Tennessee Educational Psychology & Counseling Department. August 2020 – December 2020. \$400.
8. *Butler, B., (PI) & **Morrow, J.A.** (Co-PI). "Are Online Modules Effective at Increasing International Students Scholarly Writing Skills?" University of Tennessee Graduate School Student/Faculty Research Award. March 2019 to December 2019. \$2470.
9. **Morrow, J.A.**, (PI), & Rocconi, L. (Co-PI). "University of Tennessee Perceptions of Undergraduate Advising – Year 3 Assessment Data Collection and Report Creation" (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2019 – August 2019. \$6500.
10. *Butler, B. M. (Co-PI) & **Morrow, J. A.** (Co-PI). "Are online modules effective at increasing international students' scholarly writing skills: Pilot test". Friends of EPC Student Research Award. University of Tennessee Educational Psychology & Counseling Department. March 2019. \$400
11. **Morrow, J.A.**, (PI), & Rocconi, L. (Co-PI). "University of Tennessee Perceptions of Undergraduate Advising – Year 2 Assessment Data Collection and Report Creation" (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2018 – July 2018. \$5500.
12. **Morrow, J.A.**, (PI), & Rocconi, L. (Co-PI). "University of Tennessee Undergraduate Advising Assessment Project – College Reports" (Dr. Ruth Darling, Assoc. Provost – Client). November 2017 – January 2018. \$1650.
13. **Morrow, J.A.** (PI). "Revised SAIS Data Analysis and Perceptions of Revised SAIS Assessment Project." University of Tennessee's Office of the Provost (Dr. John Zomchick, Provost – client). September 2016-September 2017. \$27,000.
14. Gaylord, N. (PI), Bland, T. (Co-Investigator), Mixer, S. (Co-Investigator), Fancher, S. (Senior Project Personnel), Clevenger, L. (Senior Project Personnel), & **Morrow, J.A.** (Senior Project Personnel). "Collaborating in caring for Chronically-ill Children (C4):

- Interprofessional education to care for children and families with multiple chronic conditions." Advanced Nursing Education Grant Program – Health Resources and Services Administration (HRSA). August 2014-July 2017. \$1,125,000 (listed as evaluator: \$97,375).
15. **Morrow, J.A.** (PI), Skolits, G., Moret, L., & Rocconi, L. (Co-PIs). "University of Tennessee Undergraduate Advising Assessment Project" (Dr. Ruth Darling, Assoc. Provost – Client). January 2017 – July 2017. \$4,500.
 16. **Morrow, J.A.** (PI). "University of Tennessee Student Assessment of Instruction System (SAIS) Validation Study." University of Tennessee's Office of the Provost (Dr. Susan Martin, Provost – client). July 2015-August 2016. \$27,000.
 17. **Morrow, J.A.** (PI), & Daulton, B. (Student Co-PI). "A Collaborative Partnership between the Evaluation, Statistics, and Measurement Program and Knoxville's Tennessee College of Applied Technology." University of Tennessee Office of Research, Outreach Incentive Grant. November 2014-July 2015. \$1750.
 18. Cihak, D., (PI), & **Morrow, J.A.** (Co-PI). "Just Culture instrumentation: Development and standardization." Tennessee Department of Intellectual and Developmental Disabilities. August 2012- July 2015. \$63,983.
 19. **Morrow, J.A.** (PI), & Skolits, G. (Co-PI). "Follow-up Evaluation of the Love Your Money Online Investor Education Program." University of TN's Department of Family and Consumer Sciences (FINRA grant, Dena Wise, Ph.D. – PI). September 2011 – September 2014. \$49,975.
 20. **Morrow, J.A.**, (PI) & Skolits, G. (Co-PI). "University of Tennessee Undergraduate Advising Student Needs Assessment" (Dr. Ruth Darling, Asst. Provost – Client). January 2014 – June 2014. \$11,300.
 21. **Morrow, J.A.**, (PI) & Skolits, G. (Co-PI). "University of Tennessee Undergraduate Advising Evaluation" (Dr. Ruth Darling, Asst. Provost – Client). January 2013 – June 2013. \$10,500.
 22. *Daulton, B. (PI), & **Morrow, J.A.** (Co-PI). "Evaluation of the FYS129 First Year Experience Program at UTK." The University of Tennessee's Office of Research Innovation and Economic Development Summer Graduate Research Assistantship Fund. Summer 2012. \$3500
 23. **Morrow, J.A.** (PI). "VolAware Focus Groups Evaluation Project" University of TN's Counseling Center (Dr. Connie Briscoe, Assistant Director – Client). August 2011 – December 2011. \$2,800.
 24. **Morrow, J.A.** (PI), & Skolits, G. (Co-PI). "University of Tennessee Student Affairs Strategic Planning Focus Groups." University of TN's Division of Student Affairs (Ms. Melissa Shivers, Assistant Vice Chancellor of Student Affairs – Client). January 2011 – March 2011. \$5,000.
 25. **Morrow, J.A.** (PI), & Skolits, G. (Co-PI). "Evaluation of an Investor Education Program for College Students." University of TN's Department of Family and Consumer Sciences (FINRA grant, Dena Wise, Ph.D. – PI). April 2009 – February 2011. \$56,997.
 26. **Morrow, J.A.** (PI). "Evaluation of CHASCo's Higher Education Environmental Management Grant." TN Independent Colleges and Universities (TICUA). July 2009 – June 2010. \$10,000.
 27. **Morrow, J.A.** (PI), & Porter, B. (Co-PI). "The utilization of collaborative, peer-assisted, and web-enhanced learning approaches in an introductory psychology research and learning enhancement laboratory." National Science Foundation. September 2005 – August 2009. \$149,302.00.
 28. **Morrow, J.A.** (PI), & Lewis, R.J. (Co-Investigator). "Expressive writing and behavioral monitoring interventions to reduce and prevent high-risk drinking among first-year

- college students: A randomized-control group design" United States Department of Education. July 2006 – December 2008. \$225,413.00.
29. **Morrow, J.A.** (PI). "Project Weed & Seed Evaluation – 2006-2007." Portsmouth Police Department. March 2006 – August 2007. \$25,398.00.
 30. **Morrow, J.A.** (PI). "PRIDE/Bridge Builders annual program evaluation project." Portsmouth Behavioral Healthcare Services. November 2005 – August 2006. \$4510.00.
 31. **Morrow, J.A.** (PI). "Needs assessment of Portsmouth youth using a modified Youth Risk Behavior Survey." Portsmouth Coalition for Youth. November 2005 – July 2006. \$10,505.00.
 32. **Morrow, J.A.** (PI), & Pribesh, S. (Co-PI). "Using Inquisite to inform student learning and teaching effectiveness." Old Dominion University Faculty Innovator Grant. March 2005 – December 2005. \$3,000.00.
 33. **Morrow, J.A.** (PI). "Evaluation of PRIDE and Bridge-Builders programs – 2004-2005." Portsmouth Behavioral Healthcare Services. September 2004 – August 2005. \$7,810.00.
 34. **Morrow, J.A.** (PI). "College adjustment, sense of belonging, and intention to persist: A comparison of learning community and traditional students." Old Dominion University Summer Research Fellowship. May 2003 – August 2003. \$6,000.
 35. **Morrow, J. A.** (Co-PI), & Baldwin, C. (Co-PI). "PRIDE Annual Program Evaluation Project." Portsmouth Behavioral Healthcare Services. November 2002 – August 2003. \$6,000.
 36. Baldwin, C. (Co-PI), & **Morrow, J. A.** (Co-PI). "Evaluation of Project PRIDE." Portsmouth Behavioral Healthcare Services. May 2002 – August 2002. \$10,000.

SCHOLARLY DISSEMINATION AND PROFESSIONAL ENGAGEMENT

Over the past 25+ years I have engaged in sustained national and international scholarly dissemination focused on higher education assessment, evaluation, educational research methodology, data visualization, survey design, graduate education, and emerging applications of artificial intelligence in teaching and research. **My 245+ presentations span invited workshops, professional development institutes, webinars, posters, papers, and skill-building sessions** designed to support faculty, graduate students, institutional researchers, evaluators, and assessment professionals. This body of work reflects a strong commitment to methodological leadership, applied scholarship, interdisciplinary collaboration, graduate student mentorship, and the translation of research into accessible and actionable professional practice.

INVITED PROFESSIONAL WORKSHOPS AND METHODOLOGICAL TRAININGS (LAST 5 YEARS)

***= graduate/undergraduate student as first author**

1. **Morrow, J.A.** (2026, October). It's assessment data party time! Creative methods for disseminating data. Workshop presented at the annual Assessment Institute, Indianapolis, IN. (**accepted**).
2. Amoako, R., & **Morrow, J.A.** (2026, June). Utilizing AI tools within your research methods courses. Workshop conducted at the annual Electronic Conference on the Teaching of Statistics (eCOTS) (virtual)

3. **Morrow, J.A.** (2026, February). Creative methods for visualizing and disseminating assessment data. Workshop conducted at the Embry-Riddle Continuous Improvement Summit (virtual), 100 attendees. tiny.utk.edu/ERC2026Morrow
4. **Morrow, J.A., & Rocconi, L.** (2025, March). 12 steps for cleaning your evaluation data using R and SPSS. Workshop conducted at the Texas Evaluation Network (TEN) Virtual Institute, Virtual. tiny.utk.edu/TEN2025
5. **Morrow, J.A., Penn, J., Polychronopolous, G., Slotnick, R., & White-Goyzueta, K.** (2023, October). Stories from experts about developing an assessment professional identity. 1-hour webinar conducted for the Association for the Assessment of Learning in Higher Education (AALHE). (invited). <https://www.aalhe.org/webinar---stories-from-experts-about-developing-an-assessment-professional-identity>
6. **Morrow, J.A., & Rocconi, L.** (2023, October). Strategies for cleaning your evaluation data using Excel, R, and SPSS. Pre-conference workshop presented at the American Evaluation Association Conference, Indianapolis, IN. (40 attendees) (invited). <https://tiny.utk.edu/AEA2023MorrowRocconi>
7. *Christen, N., & **Morrow, J.A.** (2023, October). Telling your data story: Creative methods for visualizing and disseminating evaluation results. Pre-conference workshop presented at the American Evaluation Association Conference, Indianapolis, IN. tiny.utk.edu/AEA2023ChristenMorrow
8. **Morrow, J.A., & *Christen, N.** (2023, April). Facilitating partnerships with faculty and higher education assessment professionals: Strategies for success. 1-hour webinar conducted for Weave Education. (80 attendees). (invited). <https://tiny.utk.edu/WeaveMorrowChristen>

RESEARCH PRESENTED AT PROFESSIONAL MEETINGS (LAST 5 YEARS)

*= graduate/undergraduate student as first author

1. **Morrow, J.A.** (2026, October). It's assessment data party time! Creative methods for disseminating data. Poster presented at the annual Assessment Institute, Indianapolis, IN. (accepted).
2. Boeing, J.Z., Blaylock, G., Farrell II, J., Morgan, Z., **Morrow, J.A.**, Reich, J., Sankaranarayanan, R., & Thompson, M. (2026, October). Learning while flying the plane: Assessment professionals navigating generative AI and ethics. Presentation conducted at the annual Assessment Institute, Indianapolis, IN. (accepted).
3. **Morrow, J.A.**, Jones, N., Young, A., Dedrick, S., & Christen, N. (2026, June). Got skills? What are higher education assessment employers looking for in an applicant? Presentation presented at the annual Association for the Assessment of Learning in Higher Education (AALHE) conference (virtual).
4. Rocconi, L., **Morrow, J.A.**, & Brown, D. (2025, August). Effective data cleaning strategies for career researchers: A practical guide. 2025 NCDA Global Career Development Conference, Atlanta, GA.
5. Angelle, P., & **Morrow, J.A.** (2025, July). Artificial intelligence and research: Terrifying or Terrific? Workshop presented at the British Educational Leadership Management and Administration Society (BELMAS) annual conference.

6. **Morrow, J.A.** (2025, June). What are we looking for? A content analysis of higher education assessment professional job ads. Paper presented at the AALHE Online Symposium (virtual).
7. Amoako, R., Rocconi, L., & **Morrow, J.A.** (2025, May). The mediating role of anxiety in faculty's integration of AI into teaching practices: Implications for evaluation and institutional support. Paper presented at the Emergent Voices in Evaluation (EViE) conference, virtual.
8. Cain, L., & **Morrow, J.A.** (2025, April). Conceptualizing belonging in higher education. Roundtable presented at the annual American Educational Research Association (AERA) conference, Denver, CO.
9. *Amoako, R., & **Morrow, J.A.** (2025, April). Development and initial validation of the Comprehensive AI Integration Readiness Survey (CAIIRS). Paper presented at the annual American Educational Research Association (AERA) conference, Denver, Co.
10. *Amoako, R., & **Morrow, J.A.** (2025, April). Faculty perspectives on AI in higher education: Knowledge, usage, and instructional support at the University of Tennessee Knoxville. Poster presented at the CEHHS Student Research Colloquium, Knoxville, TN.
11. **Morrow, J.A.**, & Rocconi, L. (2025, March). 12 steps for cleaning your evaluation data using R and SPSS. Virtual workshop presented at the annual Texas Evaluation Network (TENS) Institute. Virtual.
12. **Morrow, J.A.**, & Rocconi, L. (2024, October). Navigating the complexities of data cleaning: A step-by-step guide. Roundtable presented at the APS Global Psychological Science Summit, Virtual.
13. **Morrow, J.A.** (2023, October). Helping emerging evaluators tell their story: The importance of self-reflection. Poster presented at the American Evaluation Association Conference, Indianapolis, IN.
14. *Amoako, R., **Morrow, J.A.**, Saxe, K., & Creager, R. (2023, October). Evaluating the Intercollegiate Graduate Statistics and Data Science Program (IGSDSP) at the University of Tennessee: A Needs assessment study. Poster presented at the American Evaluation Association Conference, Indianapolis, IN.
15. Bejar, M., Fisher, L., & **Morrow, J.A.** (2023, August). Validation of the Running Identity Scale. Poster presented at the annual American Psychological Association Conference, Washington, DC.
16. **Morrow, J.A.**, Cain, L., Rocconi, L., & Skolits, G. (2022, November). Pandemic pedagogy and assessment: Creative methods for teaching evaluation methodology during COVID. Paper presented at the American Evaluation Association Conference, New Orleans, LA.
17. **Morrow, J.A.**, Christen, N., & Cain, L. (2022, November). Playdoh, pipecleaners, and painting data parties: Empowering your evaluation clients to get down and dirty with their data. Skill building workshop presented at the American Evaluation Association Conference, New Orleans, LA.
18. **Morrow, J.A.**, Polychronopoulos, G., Leaderman, E.C., Christen, N. (2022, November). Training emerging assessment professionals: What skills and dispositions should faculty and supervisors emphasize? Presentation at the NEean Fall Forum (virtual).
19. **Morrow, J.A.**, & *Christen, N. (2022, October). Engaging your audience: Creative ways to visualize and disseminate assessment data. Poster presented at the Assessment Institute, Indianapolis, IN.

20. **Morrow, J.A.**, Cain, L., Rocconi, L., & Skolits, G. (2022, October). Utilizing authentic assessment to measure graduate student competencies. Skill-building workshop presented at the Assessment Institute, Indianapolis, IN.
21. *Christen, N., & **Morrow, J.A.** (2022, October). What do we need in our toolkit? The professional development needs of higher education assessment professionals. Poster presented at the Assessment Institute, Indianapolis, IN.
22. **Morrow, J.A.**, Polychronopoulus, G., Leaderman, E.C., Christen, N. (2022, June). We are assessment professionals: Defining our community together and voicing our needs. Dialogue session presented at the annual Association for the Assessment of Learning in Higher Education (AALHE) conference, Providence, RI.
23. *Christen, N., Boyd, A., & **Morrow, J.A.** (2021, June). Asking it the “right” way versus the “wrong” way: Creating effective and meaningful assessment items. Workshop presented at the annual Association for the Assessment of Learning in Higher Education (AALHE) conference, Virtual.
24. Butler, B., & **Morrow, J.A.** (2021, May). Surveying students during a pandemic: Strategies and suggestions for increasing response rates. Virtual presentation presented at the New England College Higher Education Assessment Conference, Virtual.
25. **Morrow, J.A.** (2021, February). Utilizing PechaKucha and Three-Minute-Thesis (3MT) styles for online presentations. Presentation presented at the annual Southeastern Teaching of Psychology (SETOP) conference, Virtual.