**Narrative Summary for Presidential Excellence Award in Scholarly / Creative Activities**

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Rooted in both educational psychology and developmental education, my program of research is focused on cognitive, metacognitive, motivational, affective, and behavioral factors that underlie effective learning in postsecondary education as well as college transition and preparatory programs. I am interested in how these factors contribute to and interfere with students’ academic achievement, persistence, retention to degree completion, and attainment of their academic and career goals. In my research, I target variables that are causative in nature, account for a meaningful amount of the variation in student success, and are amendable to change through educational intervention. The overarching goal of my research is to help students become more strategic and self-regulated life-long learners. My theoretical and applied research is centered around four major areas that are highly interrelated and build upon one another reciprocally: (a) student-centered models of strategic and self-regulated learning; (b) theoretical research on student motivation and self-regulation; (c) development and evaluation of research-based learning support interventions; and (d) educational product development, consulting, and professional development related to a, b, and c above.

**Student-Centered Models of Strategic and Self-Regulated Learning**

My work in this area is focused on developing, evaluating, and disseminating models of strategic and self-regulated learning and articulating the broad applicability of these models across content areas (e.g., mathematics), learning support interventions; and advising, counseling, and mentoring programs. Much of my scholarship in this area derives from work I did with my mentor in graduate school, Dr. Claire Ellen Weinstein. By the end of my graduate career, I was the co-principle investigator (Co-PI) on her major research projects. Our research interests still have some overlap and we have published extensively together in this area (e.g., Acee, Weinstein, Dacy, Han, & Clark, 2012; Weinstein, Acee, & Jung, 2011). Our most recent and comprehensive chapter is a prime example of our work in this area (Weinstein & Acee, 2013). I have also been integrating my graduate students into this work and I remain the Co-PI.

**Theoretical Research on Student Motivation and Self-Regulation**

My pioneering theoretical research on student motivation and self-regulation is focused on three specific areas: value reappraisal, academic boredom, and goal-setting. My first-authored scholarly activities in these sub-areas represents my most original and individually-driven lines of research. In our publication on value reappraisal (Acee & Weinstein, 2010), we proposed and investigated empirically a theoretical framework I developed of processes students use to assign value to academic coursework. My work on academic boredom is focused on the flip side of this coin – disinterest and boredom. In Acee, et al., (2010), we provided groundbreaking evidence of two types of boredom (self-focused and task-focused) and two antecedents to boredom (under-challenging and over-challenging tasks). My research on goal-setting has helped to clarify goal properties that facilitate and interfere with students’ academic achievement (Acee, Cho, Jung, & Weinstein, 2012). Support from my Research Enhancement Grant (Acee, 2010) and the Scholar / Mentor Program (see vita) have helped me continue my research and manuscript preparation in these areas, where I am investigating students’ motivational value perceptions, expectancy beliefs, boredom, goals, and use of learning strategies in developmental mathematics courses.

**Development and Evaluation of Research-Based Learning Support Interventions**

Much of my collaborative grant work, program evaluation consulting, and other research projects with my Texas State colleagues are focused on evaluating the effectiveness of learning support interventions. For example, one grant (Mireles, Paulson, & Acee, 2011-2013) is focused on various learning support interventions designed to improve college student success in introductory courses with high D, F, W rates. Another grant (Paulson, Mireles, & Acee, 2011-2013) is focused on the effectiveness of I-BEST-like models that combine basic skills and learning support instruction to assist adult basic education students in technical certificate courses. Through our grant work, I have co-authored several technical research reports (e.g., Paulson, Acee, Mireles, Jung & Westbrook, 2013). I am involved in other research projects in this area as well. For example, I am preparing a manuscript on the effects of supplemental instruction on students’ success in an introductory history course with traditionally high rates of D, F, and W (Summers, Acee, & Ryser, 2013).

**Educational Product Development, Consulting, and Professional Development**

My scholarly work in this area focuses on: (a) helping educators build strategic and self-regulated learning concepts and applications into their programs, courses, and interventions; and (b) developing products to help students become more strategic and self-regulated learners. I have conducted consultancies and workshops independently and collaboratively with Dr. Weinstein and/or Drs. Paulson and Mireles (see vita). My colleagues and I have recently submitted two educational products for publication: a curriculum framework on strategic learning (Weinstein & Acee, 2013), and a workbook to help college students become more effective and efficient learners (Weinstein, Acee, and Stano, 2013).

**Summary of the Quantity and Quality of My Scholarly Activities**

My research activities thus far have resulted in 25 refereed publications; 2 non-refereed publications; 4 funded research grants totaling $845,145; 3 technical research reports; 42 conference presentations; 3 invited talks; 8 consultancies; 13 workshops; and 3 submitted but unfunded grants. My research activities prior to employment at Texas State were as follows: 7 refereed publications; 1 non-refereed publications; 0 funded research grants; 0 technical research reports; 28 conference presentations; 2 invited talks; 3 consultancies; 4 workshops; and 0 submitted but unfunded grants. Comparing these research records helps to show my productivity and continued commitment to scholarly activity. I am involved in 3 ongoing research grants, 1 manuscript in press, 3 manuscripts submitted, and 6 manuscripts in preparation.

In regards to the stature and quality of my work, my first- and co-authored journal articles, book chapters, and monographs have been published in highly respected sources that have a strong impact and wide appeal nationally and internationally. As first author, I published 3 manuscripts in respected research journals in the field of educational psychology: *Contemporary Educational Psychology* (impact factor: 1.928), *Journal of Experimental Education* (impact factor: 1.633); *Educational Psychology: An International Journal of Experimental Educational Psychology* (impact factor: 1.021). My co-authored research has also been published in reputable journals. For example, I published in *Computers and Education* (impact factor: 2.617) and *The Gerontologist* (impact factor: 2.315). Furthermore, as first- and co-author I have published chapters in prestigious handbooks, books, monographs, and encyclopedias that help to describe and track scholarly developments and cutting-edge research and practice in the intersecting areas of education and psychology (see vita). I have also received recognition for my scholarly activities. I am currently a nominee (2013) and was previously a finalist (2012) for the College of Education Nomination for the Presidential Excellence Award for Scholarly / Creative Activities. Furthermore, as I mentioned above, I received a Research Enhancement Grant as Principal Investigator (Acee, 2010), and I was also recipient of the 2012-2013 Scholar / Mentor Program grant (see vita). The Texas Higher Education Coordinating Board (THECB) has also recognized the importance of my work by inviting me to participate in paid consultancy appointments. In addition, I am Co-PI on three research grants funded by the THECB. Furthermore, I was recently invited to present findings on the Comprehensive Student Success Program grant to the Board Members of the THECB (Acee, Mireles, & Paulson, March 27, 2013). My theoretical research on academic boredom (Acee, et al., 2010) has also received national and international attention and, as of 3-17-13, has been cited 10 times according to the Web of Science dataset. Also, in 2012, I was invited by leading international academic emotion researcher, Dr. Reinhard Pekrun, to present my research (Acee, 2012) in a high-profile symposium on academic boredom at the American Educational Research Association.

**Conclusion**

My theoretical and empirical research on student learning has helped to identify and clarify relationships among cognitive, metacognitive, motivational, and affective processes that underlie successful learning in postsecondary educational settings. Through consulting projects and workshops, my colleagues and I have provided guidance, feedback, and professional development to policy-makers, administrators, instructors, counselors, advisors, and other learning support staff, primarily within Texas, on how to help students become more strategic learners. I am also engaged in ongoing grant-funded research projects focused on evaluating the effectiveness of learning support interventions and this work will help to inform educators about effective practices in the areas of developmental education and adult basic education. In sum, my program of theoretical and applied research has a strong coherent theme that allows my work to grow synergistically. The quantity and quality of my scholarly activities, and the internal and external recognitions I have received, provide strong evidence of my sustained commitment to scholarly activities and the significance and impact of my work. Thank you for considering me as your candidate for the Presidential Excellence Award in this category.

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