

CURRICULUM VITA

Paul A. Schutz

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I. ACADEMIC TRAINING

Ph.D. Learning, Cognition, and Instruction, Department of Educational Psychology,
University of Texas at Austin, 1989

M.Ed. Education and Psychology, University of Wisconsin-La Crosse, 1983

B.S. Secondary Education, Winona State University, Winona, MN, 1978

B.A. Psychology, Minors in Sociology and Philosophy, Winona State University, Winona,
MN, 1976

II. ACADEMIC POSITIONS

8/21 to present .5 EFT, Professor of Practice, Department of Educational Policy Studies &
Practice, University of Arizona

8/19 to 6/21 Interim Head, Department of Educational Psychology, University of Arizona

8/19 to present Professor emeritus, UTSA

8/18 to 6/19 Interim chair, Department of Interdisciplinary Learning and Teaching, UTSA

8/07 to 8/19 Professor, Department of Educational Psychology, UTSA

6/09 to 12/10 Chair, Department of Educational Psychology, UTSA

8/06 to 7/07 Associate Professor, Department of Counseling, Educational Psychology,
and Adult and Higher Education, UTSA

9/01 to 7/06 Associate Professor, Department of Educational Psychology, University of
Georgia, Graduate Coordinator (2002-2005)

8/95 to 8/01 Assistant Professor, Department of Educational Psychology, University of
Georgia

9/91 to 7/95 Assistant Professor, Department of Educational Foundations and
Leadership, University of Akron (Promoted to Associate Professor with
tenure in 1995)

II. ACADEMIC POSITIONS, *continues*

- 8/89 to 7/91 Assistant Professor, Department of Educational Leadership, Counseling, and Foundations, University of Arkansas
- 10/88 to 5/89 Academic Tutor for Women's Athletics, Women's Interscholastic Athletic Department, University of Texas at Austin
- 8/88 to 9/88 Academic Consultant for Men's Athletics, Men's Interscholastic Athletic Department, University of Texas at Austin
- 6/87 to 8/87 Assistant Instructor/Master Teacher, Department of Educational Psychology, University of Texas at Austin
- 9/85 to 8/89 Evaluation Consultant, Office of Research and Evaluation, Austin Independent School District, Austin, Texas
- 7/84 to 9/85 Teaching Assistant, The Psychology of Learning (Graduate Level), Department of Educational Psychology, University of Texas at Austin
- 7/84 to 9/85 Research Assistant, Department of Educational Psychology, University of Texas at Austin
- 7/83 to 7/89 Research Associate, Cognitive Learning Strategies Project, Department of Educational Psychology, University of Texas at Austin
- 9/82 to 12/82 Graduate Assistant, Department of Education, University of Wisconsin, La Crosse

III. TEACHING

A. Courses Taught

- 1. Educational Psychology:** Educational Psychology for Pre-service teachers; Emotion in Education; Learning and Cognition in Education; Human Development; Learning and Study Strategies; Motivation in Education (in alphabetical order)
- 2. Research Methods:** Applied Analysis of Variance; Introduction to Educational Statistics; Introduction to Research Methods; Multimethod (Mixed Methods) Research; Qualitative Research Methods (in alphabetical order)

IV. RESEARCH

A. Publications

1. Books

Schutz, P. A., Hong, J. & Cross Francis, D. I. (2020). *Teachers' Goals, Beliefs, Emotions, and Identity Development*. Routledge Publishing: New York, NY.

DeCuir-Gunby, J. T., Chapman T. & Schutz, P. A. (editors) (2019). *Understanding critical race research methods and methodologies: Lessons from the field*. Routledge Publishing: New York, NY.

Schutz, P. A., Hong, J. Y., & Cross Francis, D. I. (editors) 2018). *Research on teacher identity: Mapping challenges and innovations*. Springer Publishing: New York, NY.

1. Books, books continued

DeCuir-Gunby, J. T. & Schutz, P. A. (editors) (2017). *Race and ethnicity in the study of motivation in education*. Routledge Publishing: New York, NY.

DeCuir-Gunby, J. T. & Schutz, P. A. (2017). *Developing a mixed methods proposal: A practical guide for beginning researchers*. Sage Publishing.

Zembylas, M. & Schutz, P. A. (editors) (2016). *Methodological advances in research on emotion in education*. Springer Publishing: New York, NY.

Schutz, P. A., & Pekrun, R. (editors) (2011). *Emotion in education*. Academic Press: San Diego, CA. (Translated into Chinese).

Schutz, P. A. & Zembylas, M. (editors) (2009). *Advances in teacher emotion research: The impact on teachers' lives*. Springer Publishing: New York, NY.

Schutz, P. A., & Pekrun, R. (editors) (2007). *Emotion in education*. Academic Press: San Diego, CA.

2. Chapters in Books

Pope E. J., Dotzler, K. A.*, Burross, H. L. & Schutz, P. A., (Revising) *Considerations and Importance of Generational Changes for Teaching*.

Schutz, P. A. (in press). Where will Michelle go to College? Culture and Context in the Study of Motivation. In Mimi Bong, Sung-Il Kim, & Johnmarshall Reeve, *Provocative Ideas in Motivation Science from Prominent Voices*. Oxford University Press.

Schutz, P. A. (in press). Transactions among Motivation, Emotion, and Cognition: Blurring the Lines. In Mimi Bong, Sung-Il Kim, & Johnmarshall Reeve, *Provocative Ideas in Motivation Science from Prominent Voices*. Oxford University Press.

Schutz, P. A., Pope E. J. Burross, H. L. & Roloff, T. A.* (in press). Growth and Belonging at the Annex. In H. Fives & N. Barnes, *Educational Psychology and Transformational Classrooms: Research and Theory Meets*, Routledge Publishing

DeCuir-Gunby, J. T., Chapman T, K., & Schutz, P. A. (2019), An Introduction to understanding critical race research methods and methodologies: Lessons from the field. In J. T. DeCuir-Gunby, T. K. Chapman, & P. A. Schutz, *Understanding critical race research methods and methodologies: Lessons from the field*, Routledge Publishing: New York, NY.

DeCuir-Gunby, J. T., & Schutz, P. A., (2019). Combining CRT and Mixed Methods: Lessons from a Study on Racial Microaggressions. In J. T. DeCuir-Gunby, T. K. Chapman, & P. A. Schutz, *Understanding critical race research methods and methodologies: Lessons from the field*, Routledge Publishing: New York, NY.

Schutz, P. A., Nichols, S. K. & Schwenke, S*. (2018). Critical events, emotional episodes, and teacher attributions in development of teacher identities. In P. A. Schutz, J. Y. Hong, & D. I. Cross Francis, (Eds) *Research on teacher identity: Mapping challenges and innovations*. Springer Publishing: New York, NY.

2. Chapters in Books, continued

- Schutz, P. A., Cross Francis, D. I & Hong, J. Y. (2018). Research on Teacher Identity: Introduction to Mapping Challenges and Innovations. In P. A. Schutz, J. Y., Hong, & D. I. Cross Francis. *Research on teacher identity: Mapping challenges and innovations*. Springer Publishing: New York, NY.
- Hong, J. Y., Cross Francis, D. I., & Schutz, P. A. (2018). Research on Teacher Identity: Common Themes, Implications, and Future Directions. In P. A. Schutz, J. Y., Hong, & D. I. Cross Francis, *Research on teacher identity: Mapping challenges and innovations*. Springer Publishing: New York, NY.
- Sailors, M., Villarreal, A., Sellers, T., Schutz, P., Minton, S., & Wilburn, M. (2018). Curricular materials for children and young people who struggle with learning to read: The case of Roadrunner Reader Inquiry Kits. In P. O. Garcia & P. B. Lind (Eds.). *Reading achievement and motivation in boys and girls* (pp. 201-218). New York, NY: Springer.
- Lee, M., Schutz, P. A., & Van Vlack, S. (2017). Non-native English-speaking teachers' anxieties and insecurities: Self-perceptions of their communicative limitations. In J. Martínez Agudo (Ed.), *Native and non-native teachers in second language classrooms: Professional challenges and teacher education*. De Gruyter Mouton.
- Schutz, P. A., & DeCuir-Gunby, J. T., (2017). An introduction to researching race and ethnicity in the study of motivation in educational contexts. In T. DeCuir-Gunby, and P. A. Schutz (Eds.), *Race and ethnicity in the study of motivation in education*. Routledge Publishing: New York, NY.
- DeCuir-Gunby, J. T., Schutz, P. A., & Harris, S. D. (2017). A future agenda for researching race and ethnicity in the study of motivation in educational contexts. In T. DeCuir-Gunby, and P. A. Schutz (Eds.), *Race and ethnicity in the study of motivation in education*. Routledge Publishing: New York, NY.
- Schutz, P. A., DeCuir-Gunby, J. T. & Williams-Johnson, M. R. (2016). Using multiple and mixed methods to investigate emotions in educational contexts. In M. Zembylas, and P. A. Schutz (eds.) *Methodological advances in research on emotion in education*. Springer Publishing: New York, NY.
- Schutz, P. A. & Zembylas, M. (2016). Where do we go from here? Implications and future directions for research methods on emotion and education. In M. Zembylas, and P. A. Schutz (eds.) *Methodological advances in research on emotion in education*. Springer Publishing: New York, NY.
- Zembylas, M. & Schutz, P. A. (2016). Introduction to methodological advances in research on emotion and education. In M. Zembylas, and P. A. Schutz (eds.) *Methodological advances in research on emotion in education*. Springer Publishing: New York, NY.

2. Chapters in Books, continued

- Schutz, P. A. & Davis, H. A. & DeCuir-Gunby, J. T., Tillman, D., (2014). Regulating test emotion. In R. Pekrun & L. Linnenbrink-Garcia (ed.), *Handbook of emotions and education*, pp. 348-367. Taylor & Francis.
- Schutz, P. A., & Lee, M. (2014). Teacher emotion, emotional labor and teacher identity. In J. de Dios (ed.), *Issues and perspectives on English language teacher education: Facing new challenges* (pp. 169-186), Amsterdam, Rodopi
- Schutz, P. A., Rodgers, K. A., & Simcic, J. (2010). Motivation and emotional transactions: Where do we go from here? In T. Urdan, S. Karabenick & F. Pajares (Eds.) *Advances in motivation, vol. 16: The next decade of research in motivation and achievement*. (pp. 43-69) Emerald Group Publishing: Bingley, UK
- Schutz, P. A., Quijada, P. D., de Vries, S., & Lynde, M. (2010). Emotion in educational contexts. In B. McGaw, P. L. Peterson, and E. Baker (Eds.), *International Encyclopedia of education, 3rd edition (591-596)*. Oxford: Elsevier Inc.
- Schutz, P. A., & Zembylas, M. (2009). Introduction to advances in the teacher emotion research: Impact on teachers' lives. In P. A. Schutz and M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp. 3-14). Springer Publishing: New York, NY.
- Schutz, P. A., Aultman, L. P., & Williams-Johnson, M. R. (2009). Educational psychology perspectives on teachers' emotions. In P. A. Schutz and M. Zembylas *Advances in teacher emotion research: The impact on teachers' lives* (pp. 195-214). Springer Publishing: New York, NY.
- Zembylas, M. & Schutz, P. A. (2009). Research on teachers' emotions in education: findings, practical implications and future agenda. In P. A. Schutz and M. Zembylas *Advances in teacher emotion research: The impact on teachers' lives* (pp.159-177). Springer Publishing: New York, NY.
- Schutz, P. A., Nichols, S. L. & Rodgers, K. (2009). Using multimethod approaches. In S. D. Lapan and M. T. Quartaroli, *Research essentials: An introduction to design and practices*, (pp. 243-258), Jossey-Bass: San Francisco, CA.
- Schutz, P. A., & Pekrun, R. (2007). Introduction to emotions and education. In P. A. Schutz and R. Pekrun, *Emotion in education* (pp. 1-8). San Diego, CA: Elsevier Inc.
- Schutz, P. A., Cross, D. I., Hong, J. Y., & Osbon, J. N. (2007). Teacher identities, beliefs and goals related to emotions in the classroom. In P. A. Schutz and R. Pekrun, *Emotion in education* (pp. 223-241). San Diego, CA: Elsevier Inc.
- Pekrun, R., & Schutz, P. A. (2007). Where do we go from here? Implications and future directions for inquiry on emotions in education. In P. A. Schutz and R. Pekrun, *Emotion in education* (pp. 303-321). San Diego, CA: Elsevier Inc.

2. Chapters in Books, continued

- Schutz, P. A., Chambless, C. B., & DeCuir, J. T. (2004). Multimethods research. In K. B. deMarrais & S. D. Lapan (Eds.), *Research methods in the social sciences: Frameworks for knowing and doing* (pp 267-281). Hillsdale, NJ: Erlbaum.
- Morrone, A. S., & Schutz, P. A. (2000). Promoting achievement motivation. In G. Bear & K. Minke (Eds.), *Preventing school problems-promoting school success: Strategies and programs that work* (pp. 143-169). Washington, DC: National Association of School Psychologists.
- Schutz, P. A. (1994). Goals as the transactive point between motivation and cognition. In P. R. Pintrich, D. Brown, & C. E. Weinstein (Eds.), *Perspectives on student motivation, cognition and learning: Essays in honor of Wilbert J. McKeachie* (pp. 135-157). Hillsdale, NJ: Erlbaum.

3. Journal Articles

- McCrudden, M. T., Marchand, G., & Schutz, P. A. (2021). Joint displays for mixed methods research in psychology. *Methods in Psychology*, 5, 100067.
- Meyer, D. K., & Schutz, P. A. (2020) Why Talk About Qualitative and Mixed Methods in Educational Psychology? Introduction to Special Issue. *Educational Psychologist*
- Schutz, P. A. (2020). Race focusing and reimagining research: Where do we go from here?, *Contemporary Educational Psychology* 61, 101871
- McCrudden, M. T., Marchand, G. & Schutz, P. A. (2019). Co-editors for a Special Issue on Mixed Methods Research in Educational Psychology. *Contemporary Educational Psychology*.
- McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*,
- Nichols, S. L., Schutz, P. A., Rodgers, K., & Bilica, K. (2017). Early career teachers' emotion and emerging teacher identities. *Teachers and Teaching*, 23(4), 406-421.
- Lee, M., Pekrun, R., Taxer, T., Schutz, P. A., Vogl, E., Xie, X. (2016). Emotions and emotion management: Integrating emotion regulation theory with emotional labor research. *Social Psychology of Education*, doi:10.1007/s11218-016-9359-5
- DeCuir-Gunby, J. T. & Schutz, P. A. (2014). Researching race within educational psychology contexts. *Educational Psychologist*, 49(4), 244-260.
- Schutz, P. A., (2014). Inquiry on teachers' emotions. *Educational Psychologist*, 49(1), 1-12.
- DeCuir, J. T., Aultman, L. P., & Schutz, P. A. (2009). Investigating transactions among approach/avoidance motives, emotions and emotional regulation during testing. *Journal of Experimental Education*, 77(4), 409-436.
- Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher-student relationships: Struggling with "the line". *Teaching and Teacher Education* 25, 636-646.

3. Journal Articles, continued

- Davis, H. A., DiStefano, C., & Schutz, P. A. (2008). Patterns of appraisal and emotion regulation during test taking in first-year college students. *Journal of Educational Psychology, 100*(4), 942-960.
- Schutz, P. A., Benson, J., & DeCuir, J. T. (2008). Approach/Avoidance motives, test emotions, and emotional regulation during testing. *Anxiety, Stress and Coping: An International Journal, 21*(3), 263-281.
- Williams-Johnson, M. W., Cross, D. I, Hong, J. Y., Aultman, L. P., Osbon, J, N., & Schutz, P. A. (2008) "There is no emotion in math": How teachers approach emotions in the classroom. *Teacher College Record, 110*(8). 1574–1612.
- Hong, J. Y., Li, F., Cho, S. J., Schutz, P. A., & Cohen, A. S. (2006). Why students do not respond to NAEP reading questions: The relationship between students' response patterns and reading motivation. *Sun-Chung-Uh-MUN, 34*, 179-199.
- Schutz, P. A., Hong, J. Y., Cross, D. I., & Osbon, J. N. (2006). Reflections on investigating emotions among educational contexts. *Educational Psychology Review, 18*, 343-360.
- Schutz, P. A., DiStefano, C., Benson, J., & Davis, H. A. (2004). The development of a scale for emotional regulation during test-taking. *Anxiety, Stress and Coping: An International Journal, 17, 3*, 253-269.
- Schutz, P. A., Davis, H. A., & Schwanenflugel, P. J. (2002). Personal theories of emotion and emotional regulation during test taking. *Journal of Experimental Education, 70*, 316-342.
- Schutz, P. A., & Lanehart, S. L. (2002). Emotions in education: Guest editors' introduction. *Educational Psychologist, 37*, 67-68.
- Schutz, P. A., & DeCuir, J. T. (2002). Inquiry on emotions in education. *Educational Psychologist, 37*, 125-134.
- Lanehart, S. L., & Schutz, P. A. (2001). Facilitating self-regulation in linguistics classrooms. *Academic Exchange Quarterly, 5*, 83-87.
- Schutz, P. A., Crowder, K. C., & White, V. E. (2001). The development of a goal to become a teacher. *Journal of Educational Psychology, 93*, 299-308.
- Schutz, P. A., & Davis, H. A. (2000). Emotions and self-regulation during test taking. *Educational Psychologist, 35*, 243-256.
- Schutz, P. A., White, V. E., & Lanehart, S. L. (2000). Core goals and their relationship to semester subgoals and academic performance. *Journal College Student Retention: Research, Theory & Practice, 2*, 13-28.
- Schutz, P. A., Drogosz, L. M., White, V. E., & DiStefano, C. (1998). The development of a scale for emotional regulation during test-taking. *Learning and Individual Differences, 10*, 291-308.
- Schutz, P. A. (1997). Educational goals, strategies use and the academic performance of high school students. *The High School Journal, 80*, 193-201.

3. Journal Articles, continued

Schutz, P. A., & Lanehart, S. L. (1994). Long-term educational goals, subgoals, learning strategies use and the academic performance of college students. *Learning and Individual Differences, 6*, 399-412.

Schutz, P. A. (1993). Additional influences on response certitude and feedback requests. *Contemporary Educational Psychology, 18*, 427-441.

Ridley, D. S., & Schutz, P. A., Glanz, R. S., & Weinstein, C. E. (1992). Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education, 60*, 293-306.

Schutz, P. A. (1991). Goals in self-directed behavior. *Educational Psychologist, 26*, 55-67.

Gagne, E. D., Crutcher, R. J., Anzelc, L., Geisman, C. A., Schutz, P. A., & Liscano, L. L. (1987). Students' strategies for using teacher feedback. *Cognition and Instruction, 4*, 163-182

4. Manuscripts in Preparation

Schutz, P. A., & Muis, K. R. (editors) (under contract). *The Handbook of Educational Psychology, 4th Edition..* Routledge Publishing.

Nichols, S. L. Schutz, P. A. & Bahena, S. (under contract). *How to Read, Evaluate, and Use Research.* Sage Publishing

McCrudden, M. T., Marchand, G. & Schutz, P. A. (Under contract). *Writing Mixed Methods Research for Publication: A Practical Guide for Beginning Researchers and Researchers New to Mixed Methods.* Sage Publishing

Hong, J., Cross Francis, D. I. & Schutz, P. A., (almost ready to submit). Teacher Identity. Journal Article, project.

B. Conference Presentations

1. International Conference Presentations

Lee, M. Pekrun, R., Maier, M., & Schutz, P. A. (August, 2013). *Achievement goals, emotions, and foreign language performance in German and Korean students.* Paper to be presented and the European Association for Research in Learning and Instruction, Munich, Germany.

Schutz, P. A. & Davis, H. A. (September, 2010). *Emotion regulation related to a particular test.* Paper presented at the 11th International Conference on Education Research, Seoul Korea.

Schutz, P. A. (July, 2009). The importance of social-historical context in inquiry on affective experience. Invited paper presented at the Doing emotions: Past Present and Future, A multidisciplinary conference at the Max Planck Institute for Human Development, Berlin, Germany.

Schutz, P., DiStefano, C., Benson, J., & Davis, H. (July 2003). *Assessing emotional regulation during testing: Some validity evidence.* Paper presented as part of a symposium, Recent Research on Emotions and Coping, Stress and Anxiety Research Society meeting, Lisbon, Portugal.

Benson, J., Schutz, P. A., DeCuir, J. T., Donahue, B., & Chambless, C. B. (2000, June). *Emotional regulation during testing: An application of covariance modeling to evaluate construct validity*. Paper presented at the International Conference on Motivation, Belgium.

Schutz, P. A. (1998, August). *Emotional regulation during test-taking*. Paper presented at the annual meeting of the International Congress of Applied Psychology, San Francisco, California, United States.

2. National Conference Presentations

Schutz, P. A. (2022). Transactions among Motivation, Emotion, and Cognition: Blurring the Lines. Paper to be presented at the annual meeting of the American Educational Research Association, San Diego, California, United States.

Schutz, P. A., Nichols, S.L., & Schwenke, R. (2018, April) *Critical Events, Emotional Episodes, and Teacher Attributions in the Development of Teacher Identities*. Paper to be presented at the annual meeting of the American Educational Research Association, New York, New York, United States.

Schutz, P. A. (2016, April). *Critical emotional events, teacher identity development, and the situational marginalization of students of color*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, USA.

DeCuir-Gumby, J. T., & Schutz, P. A. (2016, April). *The mixed methods proposal: A practical guide for beginning researchers in the social sciences*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, USA.

Schutz, P. A. & Nichols, S. (2015, April). *Pleasant teachers' emotion and their potential influence on emerging teacher identities*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, USA.

Schutz, P. A., DeCuir-Gunby, J. T., & Williams-Johnson, M. R. (2015, April). *Using multiple and mixed methods to investigate emotions in educational contexts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, USA.

Lee, M., Schutz, P. A., Taxer, J., Pekrun, R., Meier, E., & Xie, X. (2014, April). *Teachers' emotions, emotion regulation, and classroom management efficacy*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, Philadelphia, USA.

Schutz, P. A., Nichols, S., Bilica, K., & Rodgers, K. (2014, April). *Early career teachers' emotion and emerging teacher identities*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, USA.

DeCuir-Gunby, J. T. & Schutz, P. A. (2013 April). *Making education research and assessment more culturally relevant: The need for the exploration of race and*

- race-related constructs*'. Paper accepted to be presented at the Center for Culturally Responsive Evaluation and Assessment, Chicago, Illinois, USA
- Schutz, P. A., Nichols, S., Bilica, K., Rodgers, K. & McKenzie Davis, J. (2012, April). *Early career mathematics and science teachers' emotional experiences, and emerging teacher identities*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Schutz, P. A., (2011, August). *Inquiry on teachers' emotions*. The Presidential Address given at the annual meeting of the American Psychological Association, Washington, DC, United States.
- Schutz, P. A., (2011, April). *Teachers emotional display rules, emotional experiences and motivation to teach*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Schutz, P. A. (2010, August). *Motivation and emotional transaction: Where do we go from here?* Paper presented at the annual meeting of the American Psychological Association, San Diego, California, United States.
- Schutz, P. A., & Davis, H. A. (2009, April). *Emotional regulation while testing*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Schutz, P. A. (2008, March). *Using multiple methods during inquiry on emotion in education*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A., Hong, J. Y., & Cross, D. I., (2007, April). *Pre-service teachers' organization of concepts related to their beliefs about emotions in the classroom*. Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Schutz, P. A. (2006, April). *Academic publishing: An editor's guide to genres of publishing: The commentary genre*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A., Hong, J. Y., Cross, D. I., Williams, M. R., & Osbon, J. N. (2006, April). *Teachers' organization of concepts related to their beliefs about emotions in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A., Aultman, L. P., Williams, M. R., Garcia, R. I., Osbon, J. N., Lewis, R. L., Cross, D. I., & Hong, J. Y. (2005, April). *Emotions in the classroom: The first week of school*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Schutz, P. A., Williams, M. R., Cross, D. I., Osbon, J. N., & Hong, J. Y. (2005, April). *Challenges related to investigating emotions among social-historical contexts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.

- Schutz, P. A., Lewis, R., & Capozzoli, R. (2004, April). *Emotional regulation during a particular test*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Schutz, P. A., Aultman, L. P., Garcia, R. I., & Williams, M. R. (2004, April). *Emotions in the classroom: Teachers' beliefs and experiences*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Schutz, P. A., Aultman, L. P., & Garcia, R. I., (2003, April). *Teachers' perceptions of emotions in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Schutz, P. A., DeCuir, J. T., Garcia, R. I., & Aultman, L. P. (2003, April). *Investigating transactions among approach/avoidance motives, emotions and emotional regulation during testing*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Schutz, P. A., & DeCuir, J. T. (2002, April). *Inquiry on emotions in education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Pekrun, R., & Schutz, P. A. (2001, April). *Goals, affect, and motivation in students and teachers*. Co-chair of a symposium presented at the annual meeting of the American Educational Research Association, Seattle, Washington, United States.
- Schutz, P. A., Benson, J., DeCuir, J. T., Donahue, B., & Chambless, C. B. (2001, April). *Achievement goals, emotional regulation during testing, and test emotions: Analyzing interrelationships and evaluating the construct validity of the ERT scale*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington, United States.
- Schutz, P. A., Davis, H. A., DeCuir, J. T., Chambless, C. B., Weinstein, C. E., Woodruff, T., & Yang, D. W. (2001, April). *Emotional regulation during self-direction*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington, United States.
- Schutz, P. A., Davis, H. A., Crowder, K. C., Hubbard, B. P., DeCuir, J. T., & Chambless, C. B. (2000, April). *Goals, emotions and emotional regulation during self-regulation*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Schutz, P. A. (2000, April). *The implications of mixed-method research in education*. Member of a symposium panel at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Davis, H. A., DiStefano, C., DeCuir, J. T., & Schutz, P. A. (2000, April). *Patterns of appraisal and emotional regulation during test-taking*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Davis, H. A., Schutz, P. A., & DeCuir, J. T. (1999, August). *"They can't tell me I'm stupid": Undergraduate students coping with test anxiety*. Paper presented at the

- annual meeting of the American Psychological Association, Boston, Massachusetts, United States.
- Schutz, P. A., DiStefano, C., Benson, J., & Davis, H. A. (1999, April). *The emotional regulation during test-taking scale*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Crowder, K. C., Knapp, N. F., & Schutz, P.A. (1999, April). *"I don't wanna read": Understanding why a cognitive apprenticeship in reading failed*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Davis, H. A., & Schutz, P. A. (1999, January). *Test anxiety and emotional regulation*. Paper presented at the Conference on Qualitative Research in Education, Athens, Georgia, United States.
- Schutz, P. A., Davis, H. A., Schwanenflugel, P. J., & Axelrod, J. (1998, April). *Personal theories of emotions and emotional regulation during test taking*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Lanehart, S. L., & Schutz, P. A. (1998, January). *Facilitating self-regulated learning in English language studies classrooms*. Paper presented at the annual meeting of the American Dialect Society, New York City, New York, United States.
- Schutz, P. A., & Davis, H. A. (1997, August). *A longitudinal investigation of goals and subgoals*. Paper presented at the annual meeting of the American Psychological Association, Chicago, Illinois, United States.
- Schutz, P. A., DiStefano, C., Benson, J., & Davis, H. A. (1997, August). *Emotional regulation during test-taking*. Paper presented at the annual meeting of the American Psychological Association, Chicago, Illinois, United States.
- Schutz, P. A., White, V., & Degelsmith, A. (1997, March). *The development of a goal to become a teacher*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- DiStefano, C., & Schutz, P. A. (1997, March). *Patterns of knowledge attitudes and strategy use in an introduction to statistics class*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Lanehart, S. L., & Schutz, P. A. (1995, August). *May I speak now? Silencing in schools*. Paper presented at the annual meeting of the American Psychological Association, New York City, New York, United States.
- White, V. E., Drogosz, L. M., & Schutz, P. A. (1995, August). *Mood and mood regulation during test-taking*. Paper presented at the annual meeting of the American Psychological Association, New York City, New York, United States.
- Drogosz, L. M., White, V. E., & Schutz, P. A. (1995, August). *How students learn statistics*. Paper presented at the annual meeting of the American Psychological Association, New York City, New York, United States.

- Schutz, P. A., White, V., Fulkerson, K. A., & Lanehart, S. L. (1995, April). *Core goals and their relationship to semester subgoals and academic performance*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A., & Drogosz, L. M. (1995, April). *Strategies for learning statistics*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A., Lanehart, S. L., & White, V. (1995, April). *Self-report learning and motivational strategies questionnaires: How can they be used to facilitate the development of self-regulated learners*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A. (1994, April). *Facilitating self-regulated learning in the classroom: Goals, subgoals and standards in self-regulation*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Schutz, P. A. (1993, August). *The development of goals and subgoals and their relationship to achievement*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Schutz, P. A. (1993, April). *The relationship between long-term goals, learning strategies, and academic performance for high school students*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Georgia, United States.
- Schutz, P. A., Pintrich, P. R., & Young, A. J. (1993, April). *Epistemological beliefs, motivation, and student learning*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Georgia, United States.
- Schutz, P. A. (1992, April). *Boundary conditions on the relationship between feedback and response certitude during the learning process*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A., & Lanehart, S. L. (1992, April). *The relationship between long-term goals, learning strategies, and academic performance*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A. (1991, April). *The development of a model to represent the multidimensional interdependent nature of long-term goals*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Ridley, D. S., Schutz, P. A., Glanz, R. S., & Weinstein, C. E. (1989, July). *Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting*. Paper presented at the annual meeting of the American Psychological Society, Washington, District of Columbia, United States.

- Schutz, P. A., Ridley, D. S., Glanz, R. S., & Weinstein, C. E. (1989, March). *The development of a self-regulation scale*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Weinstein, C. E., Rogers, B. T., & Schutz, P. A. (1987, March). *Teaching learning strategies in postsecondary educational settings*. Paper presented at the annual meeting of the American Educational Research Association, Washington, District of Columbia, United States.
- Schutz, P. A., & Weinstein, C. E. (1986, October). *Executive control processes while preparing and teaching*. Paper presented at the annual meeting of the National Social Science Association, San Antonio, Texas, United States.
- Crutcher, R. J., Gagne, E. D., Anzelc, J. L., Liscano, L., Geisman, C. A., & Schutz, P. A. (1985, March). *Students' strategies for using teacher feedback*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.

3. Regional Conference Presentations

- Schutz, P. A. (2011, November). Emotions in Education. Paper presented at the biannual meeting of the Southwest Consortium for Innovative Psychology in Education, Norman, Oklahoma, United States.
- Schutz, P. A. (2009, November). Teacher emotions research. Paper presented at the biannual meeting of the Southwest Consortium for Innovative Psychology in Education, Las Vegas, Nevada, United States.
- Schutz, P. A., & Smith, B. (1991, April). *The future of teacher education: The relationship between knowing, learning, and teacher training*. Paper presented at the annual meeting of the Southern Futures Society, Fayetteville, Arkansas, United States.
- Smith, B., & Schutz, P. A. (1991, April). *The future of teacher education: An ecocultural perspective*. Paper presented at the annual meeting of the Southern Futures Society, Fayetteville, Arkansas, United States.
- Schutz, P. A. (1991, January). *Goals and feedback in self-directed learning*. Paper presented at the annual meeting of the Southwestern Educational Research Association, San Antonio, Texas, United States.
- Schutz, P. A., & Lanehart, S. L. (1990, January). *Key dimensions of goal setting in self-regulated learning*. Paper presented at the annual meeting of the Southwestern Educational Research Association, Austin, Texas, United States.
- Schutz, P. A., Ridley, D. S., Glanz, R. S., & Weinstein, C. E. (1989, January). *The construction of a self-regulation scale for learning*. Paper presented at the annual meeting of the Southwestern Educational Research Association, Houston, Texas, United States.
- Glanz, R. S., Ridley, D. S., & Schutz, P. A. (1989, January). *An examination of the relationship between goal setting and metacognitive awareness*. Paper presented

at the annual meeting of the Southwestern Educational Research Association, Houston, Texas, United States.

Schutz, P. A., Ridley, D. S., & Weinstein, C. E. (1988, October). *Components of autonomous learning: A conceptual framework for learning skills courses*. Paper presented at the annual meeting of the Texas Association of Developmental Education/Western College Reading and Learning Association, El Paso, Texas, United States.

Ridley, D. S., & Schutz, P. A. (1988, January). *Does metacognitive awareness insure explicit goals?* Paper presented at the annual meeting of the Southwestern Educational Research Association, San Antonio, Texas, United States.

Schutz, P. A. (1987, January). *Perceptual standards and feedback in self-regulated learning: A control theory perspective*. Paper presented at the annual meeting of the Southwestern Educational Research Association, Dallas, Texas, United States.

Schutz, P. A., & Weinstein, C. E. (1987, January). *Executive control and cognitive processing strategies*. Paper presented at the annual meeting of the Southwestern Educational Research Association, Dallas, Texas, United States.

4. State Conference Presentations

Waite, K., McClendon, R. C., & Schutz, P. A. (1993, May). *The development of a model to represent goal domains*. Paper presented at the annual meeting of the Ohio Academy of Science, Youngstown, Ohio, United States.

Fulkerson, K. A., McClendon, R. C., & Schutz, P. A. (1993, May). *How valid are students' self-reported GPAs?* Paper presented at the annual meeting of the Ohio Academy of Science, Youngstown, Ohio, United States.

C. Funded Grants

Schutz, P. A., Bilica, K., Nichols, S & Rodgers, K. (2010-11). *Early career mathematics and science teachers' emotional classroom events, emotional display rules, and emerging teacher identities*. University of Texas at San Antonio, Academy for Teacher Excellence research grant, \$5000.

Schutz, P. A., Aultman L. P., & Garcia, R. T. (2003). *Beginnings: Constructing the emotional classroom climate*. University of Georgia GSTEP Grant, \$2725.

Schutz, P. A., Aultman, L. P., & Garcia, R. T. (2003). *Emotions in the classroom: Teachers beliefs and experiences*. University of Georgia GSTEP travel Grant, \$500.

Schutz, P. A., Aultman, L. P., & Garcia, R. T. (2002). *Creating and maintaining a facilitative emotional climate in the classroom*. University of Georgia GSTEP Grant, \$2700.

Schutz, P. A. (1999). *Students' perceptions of what helped them get to and through their college career*. University of Georgia, College of Education Summer Faculty Research Grant, \$3395.

Grantham, T. C., & Schutz, P. A. (1999). *Motivation and ethnic identity among gifted Black students: An action-research project to promote mentoring*. University of Georgia, College of Education Multicultural Grants, \$2000.

- Schutz, P. A. (1997). *Personal theories of emotions and emotional regulation*. University of Georgia, College of Education Summer Faculty Research Grant, \$5000.
- Schutz, P. A., Schwanenflugel, P. J., & Davis, H. A. (1997). *Personal theories of emotions and emotional regulation*. University of Georgia, College of Education Faculty Support Program Grant, \$1240.
- Schutz, P. A., Benson, J., & DiStefano, C. (1996). *The emotional regulation scale*. University of Georgia, College of Education Faculty Support Program Grant, \$1600.
- Schutz, P. A. (1994). *The development of a goal to become a teacher*. University of Akron, Professional Development and Research Grant, \$855.
- Schutz, P. A. (1993). *A longitudinal study of the relationship between the short- and long-term goals of preservice teachers*. University of Akron, Faculty Research Grant, \$1957.50.
- Schutz, P. A., & McClendon, R. (1992). *Establishing reliability and validity for a long-term goals questionnaire*. University of Akron, Professional Development and Research Grant, \$660.
- Schutz, P. A. (1991). *The relationship between goals and feedback in the teaching and learning process*. University of Arkansas, Faculty Research Grant, \$1650.
- Schutz, P. A. (1989). *The development of a self-regulation scale*. University of Texas at Austin, Professional Development Award, \$200.

D. Other Granting activity

- 2018 Co PI with Dionne Cross-Francis (Indiana University) and Ji Hong (University of Oklahoma, Holistic Individualized Coaching (HIC) to Promote Ambitious Teaching to the Institute of Science Educational Research Grant (Submitted)
- 2012 Was listed as a consultant for a (2012) grant proposal submitted by Jacquelynne Eccles (University of Michigan) and Robert Roeser (Portland State University) to the USA Department of Education, Institute of Educational Science. (not funded)
- 2011 Was listed on the advisory board for Amy J. Hackenberg (Indiana University) for her 2011 proposal for a National Science Foundation Career Grant (not funded).
- 2011 Was listed as a consultant for a (2011) grant proposal submitted by Jacquelynne Eccles (University of Michigan) and Robert Roeser (Portland State University) to the USA Department of Education, Institute of Educational Science. (pending)

E. Non-Refereed Publications

- Schutz, P. A., & Smith, B. (1991). The future of teacher education: The relationship between knowing, learning, and teacher training. In J. J. Van Patten (Ed.), *Human energy shaping the future* (pp. 45-48). College of Education: University of Arkansas.
- Smith, B., & Schutz, P. A. (1991). The future of teacher education: An ecocultural perspective. In J. J. Van Patten (Ed.), *Human energy shaping the future* (pp. 49-58). College of Education: University of Arkansas.
- Schutz, P. A., & Weinstein, C. E. (1990). Using test feedback to facilitate the learning process. (Reprint). *Classroom Companion*, 6, 73-74.

Schutz, P. A., & Weinstein, C. E. (1990). Using test feedback to facilitate the learning process. *Innovation Abstracts Vol. XII*, Number 22, 1-2.

Schutz, P. A., Ridley, D. S., Glanz, R. S., & Weinstein, C. E. (1989). Goal setting and goal using: Developing personal meaning to enhance the use of learning strategies. *Innovation Abstracts Vol. XI*, Number 11, 1-2.

V. SERVICE

A. Professional Service

1. Editorship or Editorial Board Member of Journals

a. Editor

2003 to 2006 Co-Editor, *Educational Researcher: Research News and Comment*

b. Board Member

2006 to 2021 *Teacher College Record*

2003 to 2021 *Contemporary Educational Psychology*

2007 to 2016 *School Psychology Quarterly*

2001 to 2006 *Reading Research Quarterly*

2001 to 2004 *Journal of Experimental Education*

c. Occasional Reviewer

2021 *Educational Psychologist*

2019 *Educational Psychologist*

2018 *Educational Psychologist*
American Educational Research Journal

2017 *Educational Psychologist*
American Educational Research Journal

2016 *Educational Psychologist*
Journal of Experimental Education
Teaching and Teacher Education
American Educational Research Journal

2015 *Educational Psychologist*
Journal of Experimental Education
Teaching and Teacher Education
American Educational Research Journal

2014 *Educational Psychologist*
Journal of Experimental Education

2013 *British Journal of Educational Psychology*
Educational Psychologist
Journal of Experimental Education

2012 *British Journal of Educational Psychology* (2)
Learning and Individual Difference
Educational Psychologist
Journal of Experimental Education
Teaching and Teacher Education

2011 *Journal of Educational Change* (1)
Journal of Educational Psychology (3)

- Journal of Experimental Education*
Journal of Teacher Education
Learning and Instruction
Teaching and Teacher Education (2)
- 2010 *American Educational Research Journal*
Educational Psychologist
Educational Psychology Review
Journal of Educational Psychology
Journal of Experimental Education
Learning and Individual Difference
Personality and Individual Difference
- 2009 *Anxiety, Stress, and Coping: An international journal*
Educational Psychologist
Educational Psychology Review
Educational Researcher
Journal of Experimental Education
Journal of Teacher Education
- 2009 *Learning and Individual Difference*
Teaching and Teacher Education
- 2008 *Educational Psychologist*
Educational Psychology Review
Educational Researcher (2)
European Journal of Psychology of Education
Journal of Experimental Education
Personality and Individual Difference
Statistics Education Research Journal
Teaching and Teacher Education
- 2007 *Anxiety, Stress, and Coping: An international journal*
British Journal of Educational Psychology
Educational Psychologist (2)
Journal of Educational Psychology (2)
Journal of Research in Childhood Education
Personality and Individual Difference
- 2006 *Anxiety, Stress, and Coping: An international journal*
Educational Psychologist
International Journal of Testing
Teaching and Teacher Education
Journal of Educational Psychology
- 2003 *Anxiety, Stress, and Coping: An international journal*
Journal of Educational Psychology (2)
British Journal of Educational Psychology
- 2002 *Anxiety, Stress, and Coping: An international journal*
Educational Researcher

- Journal of Educational Psychology (3)*
Teachers College Record
- 2001 *Journal of Educational Psychology*
Educational Measurement: Issues & Practice
- 2000 *Anxiety, Stress, and Coping*
Educational Measurement: Issues & Practice
- 1998 *Journal of Learning Disabilities (2)*
Contemporary Educational Psychology
Review of Educational Research
- 1997 *Journal of Learning Disabilities*
- 1996 *Educational Psychology Review*
Journal of Learning Disabilities
- 1989 *Educational Psychologist*

2. Service to the Profession

a. Elected, Appointed, Committees, or other service activities

- 2018 APA Division 15 Nomination Committee
 AERA Division C, Chair of the Sylvia Scribner Award Committee
 External Reviewer for promotion for Professor Temple University
 External Reviewer for promotion for Professor Texas State
 University
 External Reviewer for promotion for Professor University of
 Kentucky
- 2017 APA Division 15 Nomination Committee
 APA Division 15 Finance Committee
 External Review for Canada Research Chair Tier II, McGill
 University
 Nomination letter for APA D15 Earlier career research award
- 2017 External Reviewer for promotion for Professor University of
 Missouri
- 2016 APA Division 15 nomination Committee
 External Reviewer for promotion for Professor at the University of
 Kentucky
 External Reviewer for promotion for Professor University of
 Central Florida

a. Elected, Appointed, Committees, or other service activities, continued

- External Reviewer for promotion for Associate Professor BMCC - City University of New York
- External Reviewer for promotion for Associate Professor U of New Mexico
- 2015 Represent APA Division 15 the first Psychology in the Public Interest Leadership Conference, Washington DC.
- External Reviewer for promotion for Associate Professor at University of Denver
- 2014 External Reviewer for promotion for Associate Professor at UNLV
- External Reviewer for promotion for Associate Professor at Texas State University
- Presentation and Student mentoring for AERA, Division C, annual meeting
- 2013 Chair of the APA Division 15, Early Career Research Award
- 2012 Member of the Division C Early Career Award committee
- External Reviewer for promotion for Associate Professor at Oklahoma State University
- External Reviewer for promotion for Associate Professor at University of Memphis
- External Reviewer for promotion for Associate Professor at Florida State University
- External Reviewer for promotion to Associate Professor at University of Arizona
- External Reviewer for promotion for Professor at UNLV
- National Science Foundation, Chair of a Grant Review Panel for the Division of Research on Learning in Formal and Informal Setting
- Chair of the APA Division 15, Early Career Research Award
- Member of the APA Division 15, Nomination Committee
- 2011 Past President of APA Division 15

a. Elected, Appointed, Committees, or other service activities, continued

- External Reviewer for promotion to Associate Professor at University of Northern Illinois
- External Reviewer for promotion to Associate Professor at University of Kentucky
- National Science Foundation, Grant Review Panel for the Division of Research on Learning in Formal and Informal Setting.
- Chair of the APA Division 15, Early Career Research Award
- Member of the APA Division 15, Nomination Committee
- Mentor for the AERA Division C New Faculty Mentoring Program
- Research Mentor for APA Division 15 Doctoral Student Seminar
- 2010 President of APA Division 15
- Chair of the APA Division 15, Nomination Committee
- 2009 President Elect of APA Division 15
- Program Chair for the 2009 annual meeting of the American Psychological Association, Division 15: Educational Psychology
- External Reviewer for promotion for Associate Professor at University of Akron
- 2008 External Reviewer for tenure and promotion for Assistant Professor at George Mason University
- External Reviewer for promotion for Associate Professor at University of Missouri- Kansas City
- Elected as the 2010 President of APA Division 15
- 2007 Named to the APA Division 15, Program Committee
- Selected as Program Chair for the 2009 annual meeting of the American Psychological Association, Division 15: Educational Psychology
- 2005 to 2008 Named Chair of the APA Division 15, Richard E. Snow Award for Early Contributions
- 2004 Named as Program Chair for the 2005 annual meeting of the American Educational Research Association, Division C
- 2003 External Reviewer for tenure and promotion for Assistant Professor at Arizona State University
- 2002 External Reviewer for tenure and promotion for an Assistant Professor at the University of Kentucky

a. Elected, Appointed, Committees, or other service activities, continued

- 2002 to 2005 American Psychological Association, Division 15: Educational Psychology, Secretary
- 1999 to 2000 American Psychological Association, Division 15: Educational Psychology, representative to the Teaching and Learning Roundtable of the APA Educational Directorate
- 1997 to 2000 American Psychological Association, Division 15: Educational Psychology, Co-chair of the Graduate Student Outreach Committee
- 1995 to 1998 American Psychological Association, Division 15: Educational Psychology, Ad hoc Committee for the Future of Educational Psychology in Teacher Education

b. Service at Professional Meetings

- Schutz, P. A., (2019, April). *Innovative Contexts and Methods for Studying Motivation and Engagement in STEM Domains*. Discussant at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Schutz, P. A., (2019, April). *Mixed-Methods Research on Learning and Motivation in Social and Cultural Contexts*. Discussant at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Schutz, P. A. (2019, April). *Powerful, Empirically Driven, and Multimodal Narratives...and Statistics": Expanding the Reach of Critical Race Theory*. Chair at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Schutz, P. A., Hong, J. & Cross Francis, D. I. (2019, April). *Teacher Identity Development Situated in Dynamic Social and Cultural Contexts*. Co-Chair at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Schutz, P. A. (2018, April). *Beliefs, Identity, Teacher Motivation, and Emotions: Perspectives for Teacher-Student Relationships*. Discussant at the Annual Meeting of the American Educational Research Association, New York, New York, United States
- DeCuir-Gunby, J. & Schutz, P. A. (2018, April). *Crossing Boundaries and Blending Methodologies: Innovations in Critical Race Research Methods and Methodologies*. Session Co-Chair at the Annual Meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A. (2017, April). *Using CRT to Extend Methodological Inquiry in the Field of Education Research*. Session Chair at the Annual Meeting of the American Educational Research Association, San Antonio, TX, USA.

b. Service at Professional Meetings, continued

- Schutz, P. A. (2017, April). *Show and Tell: How Teachers' Emotional Expressions Shape Student Outcomes*. Discussant at the Annual Meeting of the American Educational Research Association, San Antonio, TX, USA.
- Schutz, P. A. (2017, April). *Research on Teacher Identity and Motivation: Mapping Challenges and Innovations*. Discussant at the Annual Meeting of the American Educational Research Association, San Antonio, TX, USA.
- Schutz, P. A. (2016, April). *Race and ethnicity in the study of learning and motivation within educational contexts*. Session Chair at the Annual Meeting of the American Educational Research Association, Washington, DC, USA.
- Schutz, P. A. (2016, April). *Researching Race and Ethnicity in the Study of Motivation in Educational Contexts*. Session Chair at the Annual Meeting of the American Educational Research Association, Washington, DC, USA.
- Schutz, P. A. (2016, April). *Methodologies of Researching Emotions in Teaching and Teacher Education*. Session Chair at the Annual Meeting of the American Educational Research Association, Washington, DC, USA.
- Schutz, P. A., (2014, April). *Self-Regulated Learning across Diverse Contexts and Populations*. Discussant at the Annual Meeting of the American Educational Research Association in Philadelphia, Pennsylvania, USA.
- Schutz, P. A., (2014, April). *Researching Race and Ethnicity in the study of Learning and Motivation in Social and Cultural Context*. Session Chair at the Annual Meeting of the American Educational Research Association in Philadelphia, Pennsylvania, USA.
- Schutz, P. A. (2013, April). *Teacher Motivation: Best Practices in the Classroom*, Discussant at the Annual Meeting of the American Educational Research Association in San Francisco, California USA.
- Schutz, P. A. (2013, April). *Understanding the Link Between Motivation and Metacognitive Self-Regulation*. Session Chair at the Annual Meeting of the American Educational Research Association in San Francisco, California USA.
- Schutz, P. A. (2013, April). *Problems and "promises" in ethnic communities*. Session Chair at the Annual Meeting of the American Educational Research Association in San Francisco, California USA.
- Schutz, P. A. (2013, April). *Issues of Marginalization*. Session Chair at the Annual Meeting of the American Educational Research Association in San Francisco, California USA.

b. Service at Professional Meetings, continued

- Schutz, P. A. (2013, April). *Interventions in students' learning, motivation and behavior*. Session Chair at the Annual Meeting of the American Educational Research Association in San Francisco, California USA.
- Schutz, P. A. (2012, April). *The Function of Teachers' Beliefs: Filter, Frame, and Guide*. Discussant at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Schutz, P. A. (2012, April). *Emotion and Engagement*. Session Chair at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Schutz, P. A. (2011, August). Graduate Student Breakfast with Division 15 Past Presidents. Panel Member at the annual meeting of the American Psychological Association, Washington, DC, United States.
- Schutz, P. A. (2011, April). *Regulating Emotions: Effects on Social Adjustment and Learning in school*. Discussant at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, United States.
- Schutz, P. A. (August, 2010). *If I knew then what I know now! Lessons for early career psychologist*. Session chair at the annual meeting of the American Psychological Association, San Diego, California, United States.
- Schutz, P. A., (2010, April) Fear and Anxiety in relation to student motivation, learning and performance. Discussant at the annual meeting of the American Educational Research Association, Denver, Colorado, USA
- Schutz, P. A. (2009, August). *Richard E. Snow award for early contributions to educational psychology, Session chair* at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Schutz, P. A. (2009, April). *Emotional Regulation and Learning*. Discussant at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Schutz, P. A. (2009, April). *Teachers' Emotions in the age of school reform and the demands for proformativity*. Session chair at the annual meeting of the American Educational Research Association, San Diego, California, United States.
- Schutz, P. A. (2008, March). *Conceptualizing and Assessing Emotion as a Motivational Construct*, Session chair and discussant at the annual meeting of the American Educational Research Association, New York, New York, United States.

b. Service at Professional Meetings, continued

- Schutz, P. A. (2008, March). *Emotional Processes of Classroom Teachers*, Session discussant at the annual meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A. (2008, March). *GSC Fireside Chat. Tips and Tricks for Academic Publishing: A Starter's Guide for Graduate Students and New Faculty*. Session participant at the annual meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A. (2008, March). *Teacher Knowledge and Learning Across Schooling and Classroom Contexts*, Session discussant at the annual meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A. (2008, March). *Teachers' Emotions, Identities, and Beliefs in the Age of School Reform*, Session chair at the annual meeting of the American Educational Research Association, New York, New York, United States.
- Schutz, P. A. (2007, August). *Richard E. Snow award for early contributions to educational psychology*, Session chair at the annual meeting of the American Psychological Association, San Francisco, California, United States.
- Schutz, P. A. (2006, April). *Expanding conceptions of teachers' emotion in the classroom*. Symposium chair at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Schutz, P. A. (2006, April). *Issues of self-concept and self-efficacy*. Symposium discussant at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Lanehart, S. L., & Schutz, P. A. (2006, April) *Peering into the peer-review process: Mentoring graduate students and junior faculty in reviewing and the work of editing*. Symposium co-chair at the annual meeting of the American Educational Research Association, San Francisco, California, United States.
- Turner, J. E., & Schutz, P. A. (2003, April). *Inquiry on transactions among motivations and emotions in education*. Symposium co-chair at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.
- Schutz, P. A., & Turner, J. E. (2003, April). *The dynamic interplay of students' emotions, motivation, and self-regulation within classroom contexts*. Symposium co-chair at the annual meeting of the American Educational Research Association, Chicago, Illinois, United States.

b. Service at Professional Meetings, continued

- Schutz, P. A., & Husman, J. (2000). *Graduate student chat with Division 15 presidents*. Symposium co-chair at the annual meeting of the American Psychological Association, Boston, Massachusetts, United States.
- Schutz, P. A. (2000). *Learning, motivation and emotion*. Session chair at the annual meeting of the American Psychological Association, Boston, Massachusetts, United States.
- Schutz, P. A. (1996). *Learning processes, learning strategies and achievement*. Symposium discussant at the annual meeting of the American Educational Research Association, New York City, New York, United States.
- Schutz, P. A. (1991). *Examining student expectations, goals and attributions for student learning*. Symposium discussant at the annual meeting of the Southwestern Educational Research Association, San Antonio, Texas, United States.

B. University Service

1. Service at UTSA

a. University Level

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| 2017 | Summer 2017 Dissertation Writing Camp, Graduate school
CFRAC (COLFA) |
| 2014 | Presented on time management to the New Faculty Forum |
| 2014 | Presented to faculty on the tenure promotion |
| 2008 to 2010 | University Department Heads Committee |
| 2007 to 2008 | Revision of the Handbook of operating procedures committee |
| 2006 to 2008 | Ad hoc Senate Committee for the Review of the UTSA Faculty Teaching Evaluation System. |
| 2007 | NCAA Recertification for UTSA Self-Study Committee |
| 2006 to 2007 | Strategic planning committee |

b. College Level

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| 2018 | ILT Interim Department Chair |
| 2018 | ILT Department chair search committee |
| 2017 | CFRAC (COEHD)
COEHD Research Grants committee
Secondary Education Certification Program committee |
| 2016 | CFRAC
Dean Search Committee
COEHD Research Grants committee
COEHD Promotion and Tenure Forum |

b. College Level, continued

- 2015 CFRAC Chair
- Dean Search Committee
- COEHD Research Grants committee
- Judge for the annual COEHD Student poster competition
- 2014 CFRAC
- COEHD Research Grants committee
- Secondary Education Committee, Member
- 2012-2013 Affirmative Action Advocate for ILT Department search
- 2012-2013 Affirmative Action Advocate for DHK Department search
- 2012-2013 Affirmative Action Advocate for DHK Department search
- 2012 Acting Department Chair for the Department of Counseling for the
PPE Review process for Dr. Thelma Duffey
- 2012 College Research Course Project
- 2012 CFRAC
- 2011-2012 Affirmative Action Advocate for ELPS Department head search
- 2009-2010 Affirmative Action Advocate for Counseling Education search
- 2008-2009 Affirmative Action Advocate for Counseling Education search
- 2008-2009 Affirmative Action Advocate for Mathematics Education search
- 2007-2008 Affirmative Action Advocate for Mathematics Education search
- 2007 Ad hoc Committee for a College IRB committee
- 2006 Faculty Development Leave Committee

c. Department Level

- 2018 Mentor for Junior faculty
- 2017 EDP Search committee (Co-Chair)
- DFRAC
- Lead Faculty for the EDP5603
- Mentor for Junior faculty
- Emeritus committee Chair
- 2016 D-CPER (Chair)
- DFRAC
- Lead Faculty for the EDP5603

c. Department Level, continued

- EDP Search committee (Chair)
- Junior faculty mentor
- 2015 D-CPER (Chair)
- EDP Search committee (Chair)
- 2014 D-CPER (Chair)
- 2012-13 Educational Psychology Search committee
- 2011-12 Chair of the DFRAC committee
- 2011- Lead Faculty for the EDP5603
- 2009-10 Education Psychology Search Committee (Chair)
- 2008-09 Graduate Advisors of Record
- 2008-09 DFRAC Committee (Chair)
- 2008 Marketing/Promotional/Public Relations (Department, Chair)
- 2006 Department Faculty Review Advisory Committee
- Education Psychology Search Committee (Chair)

2. Service at the University of Georgia**a. College Level**

- 2004 Tenure and promotion committee
- 2002 College of Educational Reorganization Committee
- Steering committee for College of Education Faculty Senate
- 2001 Faculty Senate
- 1998 Learning and Performance Support Laboratory Search Committee
- College of Education's Scholarship Committee
- 1997 College of Education's Scholarship Committee
- Southeast Consortium for Literacy, Task Force for Funding Sources

b. Department Level

- 2005 School Psychology Search Committee
- Self-Study Committee for the Department of Educational Psychology
- Carnegie Committee for Doctoral Education
- Steering Committee for the Department of Educational Psychology
- 2004 Graduate Coordinator
- Self-Study Committee for the Department of Educational Psychology
- Carnegie Committee for Doctoral Education
- Steering Committee for the Department of Educational Psychology
- School Psychology Search Committee

- 2003 Graduate Coordinator
Self-Study Committee for the Department of Educational Psychology
Carnegie Committee for Doctoral Education
Steering Committee for the Department of Educational Psychology
- 2002 Graduate Coordinator
Self-Study Committee for the Department of Educational Psychology
Steering Committee for the Department of Educational Psychology
- 2001 Research and Measurement Programs Search Committee
- 2000 Research and Measurement Programs Qualitative Postdoctoral Search Committee
- 1999 Chair, Ad hoc Committee on Multicultural COE Requirement
- 1998 Departmental Space Committee
Chair, Ad hoc Committee on Multicultural COE Requirement
- 1997 Departmental Personnel Committee
Gifted Education Search Committee
Ad hoc Committee to organize the Departmental retreat on faculty evaluations
Ad hoc Committee on Faculty Evaluation
- 1996 Ad hoc Committee on Peer Involvement in Teaching
School Psychology Search Committee

c. Program Level

- 2001 Ad hoc Committee on Multicultural COE Requirement, Program representative
- 1999 Ad hoc Committee on Multicultural COE Requirement, Program representative
- 1998 Applied Cognition and Development representative on the Steering Committee
Organized the EPSY 8990 Research Seminar in Educational Psychology
- 1997 Participant at the College of Education Multicultural Conference
Applied Cognition and Development representative on the Steering Committee
Organized the EPY 899 Research Seminar in Educational Psychology
- 1996 Ad hoc Committee for the Quarter to Semester Transition (ACD)
Ad hoc Committee for the Quarter to Semester Transition (REMS)
- 1995 Ad hoc Committee for the Quarter to Semester Transition (ACD)
Ad hoc Committee for the Quarter to Semester Transition (REMS)

VI. RECOGNITION AND OUTSTANDING ACHIEVEMENT

- 2017 Named co-editor by Division 15 of APA for the Handbook of Educational Psychology 4th ed.

- 2014 Nominated for the 2014 Elizabeth Hurlock Beckman Award Trust Nomination by Division 15 of the APA, not awarded
- 2013 Schutz, P. A. *Beginning Teachers' Emotion and their Emerging Professional Identities*. Awarded Faculty Developmental Leave for Fall Semester 2013, UTSA.
- 2011 Schutz, P. A., & Pekrun, R. (2011). *Emotion in education*. Academic Press: San Diego, CA. *(Translated into Chinese)*.
- 2011 Schutz, P. A., (2011, November). Inquiry on teachers' emotions. Invited talk for graduate students at University of Texas, Austin.
- 2011 Renamed to the editorial board of the School Psychology Quarterly Journal by the new editor
- 2009 Named Chair, for the Department of Educational Psychology, UTSA
- 2008 Elected President of the American Psychological Association Division 15
- 2007 Named as Program Chair for the 2009 annual meeting of the American Psychological Association Division 15
- 2005 D. Keith Osborn Award for teaching excellence
- 2003 Named Co-Editor for the *Research News and Comment* section of the *Educational Researcher*
- 2003 Named as Program Chair for the 2005 annual meeting of the American Educational Research Association, Division C
- 2002 Elected as Secretary for Division 15: Educational Psychology, the American Psychological Association
- 2001 Selected as co-editor for a special issue of the *Educational Psychologist* entitled "Emotions in Education"
- 2000 Excellence in Teaching Award for Honors' Day, University of Georgia
- 1999 Nominated for Member-at-Large for the American Psychological Association, Division 15
- 1997 Nominated for Chair of the Motivation in Education Special Interest Group
- 1997 Nominated for Member-at-Large for the American Psychological Association, Division 15
- 1997 Graduate Faculty Status, University of Georgia
- 1994 Nominated for Chair of the Motivation in Education Special Interest Group
- 1991 Graduate Faculty Status, University of Akron
- 1989 Graduate Faculty Status, University of Arkansas

1987 Selected as a Master Teacher for the Individual Learning Skills Center in the Department of Educational Psychology, University of Texas at Austin