

Andrew J. Saltarelli, Ph.D.

Curriculum Vitae

I. ADDRESS AND PHONE

Stanford University, 518 Memorial Way, Stanford, CA 94305
 W: (650) 497-2871 C: (989) 944-1056
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II. EDUCATION

Ph.D. Educational Psychology and Educational Technology, 2012

Michigan State University, East Lansing, MI

Dissertation: “Effects of Belongingness and Synchronicity on Face-to-face and Computer Mediated Cooperative Pedagogy”

M.A. Human Development and Family Studies, 2005

B.S. Political Science, 2003

Central Michigan University, Mt. Pleasant, MI

Professional Certificates: HarvardX Data Science (2019) | Google Data Analytics (2022)

III. PROFESSIONAL EXPERIENCE

Senior Director, Evaluation and Research (December 2016 – present)

Office of the Vice Provost for Student Affairs, Stanford University, Stanford, CA

Director of Digital Learning Initiatives (March 2015 – December 2016)

Office of the Vice Provost for Teaching & Learning, Stanford University, Stanford, CA

Affiliate Faculty (June 2016 – June 2017)

Master’s of Educational Technology (MAET), Michigan State University, East Lansing, MI

Instructional Designer (September 2013 – March 2015)

Office of the Vice Provost for Online Learning, Stanford University, Stanford, CA

Teaching and Learning Consultant (August 2012 – August 2013)

ASSETT, University of Colorado Boulder, Boulder, CO

Instructional Design Technologist (January 2009 – January 2012)

Faculty Center for Innovative Teaching, Central Michigan University, Mt. Pleasant, MI

IV. GRANTS AND AWARDS

EDUCAUSE Thought Leader, 2023

EDUCAUSE Horizon Report, Data and Analytics Edition, **Expert Panel Member**, 2022

Best-in-Track Presentation, OLC Innovate, 2021

Best Paper Award, Learning @ Scale Conference, 2019

EDUCAUSE **Learning Technology Leadership Institute**, 2015

Best-in-Track Research Paper, Sloan-C Emerging Technologies for Online Learning, 2014

Menges Award for Outstanding Research in Educational Development, POD Network, 2012

Bates-Byers Research Grant (PI: Cary Roseth), Michigan State University, 2011 (\$100,000)

Summer Research Fellowship, Michigan State University, 2010. (\$6,000)

Doctoral Recruitment Award & Rasmussen Fellowship, Michigan State University, 2007 (\$10,000)

Graduate Research Fellowship, Central Michigan University, 2004 (\$10,000)

V. TEACHING/COURSE INSTRUCTION

Instructor (Face-to-Face Courses):

Counseling and Educational Psychology 260:	Dynamics of Personal Adjustment
Family and Child Ecology 225:	Lifespan Development
Human Environmental Studies 100:	Introduction to Human Development

Instructor (Online Courses):

Counseling and Educational Psychology 822:	Approaches to Educational Research Methods
Counseling and Educational Psychology 815:	Educational Technology & Leadership
Counseling and Educational Psychology 800:	Psychology of Learning in School & Other Settings
Education 536:	Mastering the Teaching of Adults
Organizational Leadership 518:	Social Media and Emerging Technologies
Teacher Education 150:	Reflections on Learning
Family and Child Ecology 225:	The Ecology of Lifespan Human Development

VI. SCHOLARLY AND CREATIVE ACTIVITIES

Refereed Journal Articles:

Aboujaoude, E. Gega, L., **Saltarelli, A. J.** (2021). The retention challenge in remote therapy and learning: an assessment through the lens of online psychology and COVID-19. *World Psychiatry*.

Aboujaoude, E. Gega, L., **Saltarelli, A. J.** (2020). From MOOCs to MOOIs: Attrition as Law in Online Learning and Online Therapy. *EDUCAUSE Review Online*.
<https://er.educause.edu/articles/2020/8/from-moocs-to-moois-attrition-as-law-in-online-learning-and-online-therapy>

Kizilcec, R. F., **Saltarelli, A. J.**, Bonfert-Taylor, P., Goudzwaard, M., Hamonic, E., & Sharrock, R. (2020). Welcome to the Course: Early Social Cues Influence Women's Persistence in Computer Science. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI)*. Honolulu, HI, USA.

Kizilcec, R. F. & **Saltarelli, A. J.** (2019). Can a diversity statement increase diversity in MOOCs? In *Proceedings of the ACM Conference on Learning at Scale (L@S)*. Chicago, IL, USA.

Kizilcec, R. F. & **Saltarelli, A. J.** (2019). Psychologically Inclusive Design: Cues impact women's participation in STEM education. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI)*.

Riedel-Kruse, I. H., Blikstein, P., **Saltarelli, A. J.**, Diaz, M., Brauneis, A., Bumbacher, & E., Hossain, Z. (2017). Design Guidelines and Empirical Case Study for Scaling Authentic Inquiry-based Science Learning via Open Online Courses and Interactive Biology Cloud Labs. *International Journal of Artificial Intelligence Education*. Online First 31 July 2017.

Kizilcec, R. F., **Saltarelli, A. J.**, Reich, J., & Cohen, G. L. (2017). Closing Global Achievement Gaps in MOOCs: Brief Interventions Address Social Identity Threat. *Science*, 355(6322), 251-252.

- Glass, C. R., Shiokawa-Baklan, M, & **Saltarelli, A. J.** (2016). Who takes MOOCs? *New Directions for Institutional Research*, (167), 41-55.
- Maggio, L., **Saltarelli, A.J.**, Stranack, K. (2016). Crowdsourcing the Curriculum: A MOOC for Personalized, Connected Learning. *EDUCAUSE Review Online*.
<https://er.educause.edu/articles/2016/3/crowdsourcing-the-curriculum-a-mooc-for-personalized-connected-learning>
- Saltarelli, A. J.**, Collier, A., & Glass, C. R. (2015). MOOC professors' agency in the face of disruption. *EDUCAUSE Review Online*. <http://er.educause.edu/articles/2015/8/mooc-professors-agency-in-the-face-of-disruption>
- Qin, D. B., **Saltarelli, A. J.**, Rana, M., Bates, L, Lee, J.A., & Johnson, D. (2015). "My culture helps me make good decisions": Cultural appropriation and adaptation of Sudanese refugee youth. *Journal of Adolescent Research*, 30(2), 213-243.
- Saltarelli, A. J.** & Roseth, C. J. (2014). Effects of Belongingness and Synchronicity on Face-to-Face and Computer-Mediated Constructive Controversy. *Journal of Educational Psychology*, 106(4), 946-960.
- Saltarelli, A. J.**, Roseth, C. J., Saltarelli, W. A., & Grand, A. (2014). Human cadavers Vs. multimedia simulation: A study of student learning in anatomy. *Anatomical Sciences Education*, 7(5), 331-339.
- Roseth, C. J., **Saltarelli, A. J.**, & Glass, C. R. (2011). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. *Journal of Educational Psychology*, 103(4), 804-820.
- Rana, M, Qin, D., Bates, L., Luster, T., & **Saltarelli, A. J.** (2011). Factors related to educational resilience among Sudanese unaccompanied minors. *Teachers College Record*, 113(9).
- Luster, T., **Saltarelli, A. J.**, Rana, M., Qin, D., Bates, L., Burdick, K., & Baird, D. (2009). The Experiences of Sudanese Unaccompanied Minors in Foster Care. *Journal of Family Psychology*, 23(3), 386-395.
- Camarena, P., **Saltarelli, A. J.**, & Lung, J. (2006). Expanding the role of required out-of-class experiences in FYE: Lessons from personal development and student development projects. *Journal of the First-Year Experience & Students in Transition*, 18(1), 61-84.

Book Chapters:

- Rana, M., Johnson, D.J., Bates, L., Qin, D., **Saltarelli, A.**, & Luster, T (2012). Parental choice and involvement in the education of Sudanese unaccompanied minors. In Diana Slaughter-Defoe, Howard Stevenson, Edith Arrington, and Deborah J. Johnson (Eds.) *Black Educational Choice in a Climate of School Reform: Consequences for K-12 Student Learning and Development* (pp.141-154). Westport, CT: Praegar Press.

Press Coverage:

Inside Higher Ed. (September 2020). 3 Questions for Stanford's Andy Saltarelli.

<https://www.insidehighered.com/blogs/learning-innovation/3-questions-stanford's-andy-saltarelli>

EDUCAUSEreview. (October 2019). 4 Tips to Make an Online Course More Welcoming [video].

<https://er.educause.edu/multimedia/2019/10/4-tips-to-make-an-online-course-more-welcoming-video>

Cornell Chronical. (March 2019). Inclusive messages boost women's participation in online STEM classes. <https://news.cornell.edu/stories/2019/03/inclusive-messages-boost-womens-participation-online-stem-classes>

Stanford News. (June 2018). Stanford's free online classes expand education opportunities worldwide and on campus. <https://news.stanford.edu/2018/06/22/moocs/>

Inside Higher Ed. (January 2017). A Sense of Belonging.

<https://www.insidehighered.com/news/2017/01/20/study-finds-simple-interventions-can-help-certain-online-learners-persist>

Engadget. (January 2017). Online learning improves when you feel like you belong.

<https://www.engadget.com/2017/01/24/online-learning-improves-with-psychological-interventions/>

MIT News. (January 2017) Small interventions, big effects: Closing the MOOC achievement gap.

<http://news.mit.edu/2017/small-interventions-big-effects-closing-mooc-achievement-gap-0131>

The Australian. (January 2017). Welcome effort boosts MOOCs.

<http://www.theaustralian.com.au/higher-education/welcome-effort-boosts-moocs/news-story/>

PBS Rewire. (January 2017). Taking an Online Course? Writing Out Your Reasons Why Might Help You Finish. <http://www.rewire.org/2017/01/30/online-course-writing-finish/>

Stanford News. (January 2017). Brief interventions help online learners persist with coursework,

Stanford research finds. <http://news.stanford.edu/2017/01/19/brief-interventions-help-online-learners-persist-coursework-stanford-research-finds/>

MSU Today (October 2014). Cadavers beat computers for learning anatomy.

<http://msutoday.msu.edu/news/2014/cadavers-beat-computers-for-learning-anatomy/>

Stanford Teaching Commons. (August 2014). Stanford Emergency Medicine Goes Online in Uganda.

<https://teachingcommons.stanford.edu/teaching-talk/stanford-emergency-medicine-goes-online-uganda>

Selected Conference Presentations and Invited Talks:

- Saltarelli, A.J.** (April 2023). Empowering All Learners: Building Inclusive Learning Environments. Keynote address for the *Love of Teaching Conference*, Montgomery College, MD.
- Saltarelli, A.J. & Yegnashankaran, K.** (April 2023). Designing Inclusive and Equitable Learning Environments. Instructor for *EDUCUASE [Learning Lab](#)*.
- Saltarelli, A.J.** (October 2022). Designing Inclusive and Equitable Online Learning Environments. *EDUCAUSE Annual Conference*, Denver, CO.
- Saltarelli, A.J. & Yegnashankaran, K.** (June 2022). CARE for Inclusion and Equity in Learning Environments. Invited online workshop for the *Center for the Integration of Research, Teaching, and Learning (CIRTL) Network*.
- Saltarelli, A.J. & Yegnashankaran, K.** (July 2021). Facilitating Inclusive, Equitable, and Welcoming Online Learning. Invited talk, *Online Learning Consortium Best-in-Track Webinar*.
- Saltarelli, A.J.** (December 2019). Designing Psychologically Welcoming and Inclusive Online Learning Environments. Invited talk at *University of Michigan's Academic Innovation at Michigan Research Talk*. Ann Arbor, MI.
- Kizilcec, R. & **Saltarelli, A.J.** (November 2019). Broadening Participation with Diversity Statements: Evidence from a Longitudinal Matched Pairs Design. Presented at the *Conference on Digital Experimentation at MIT (CODE)*. Cambridge, MA
- Kizilcec, R. & **Saltarelli, A.J.** (June 2019). Can a diversity statement increase diversity in MOOCs? Presented at the *ACM Conference on Learning at Scale (L@S)*. Chicago, IL.
- Saltarelli, A.J.** Harnessing Faculty Innovation and Removing Barriers to Global Online Collaboration. (May 2019). Keynote presented at the *Online & e-Learning Summit*, Melbourne, Australia.
- Kizilcec, R. & **Saltarelli, A.J.** (May 2019). Psychologically Inclusive Design: Cues impact women's participation in STEM education. Presented at the *SIGCHI Conference on Human Factors in Computing Systems (CHI)*, Glasgow, Scotland.
- Bonfert-Taylor, P., Goudzwaard, M., Harmonic, E., Sharrock, R. & **Saltarelli, A.J.** (March 2019). Inclusive by Design: How content experiments support diverse learners. Presented at the *Open edX Conference*, San Diego, CA
- Saltarelli, A.J.** (February 2019). Creating Psychologically Welcoming Online Learning Environments. Presented at the *EDUCUASE Learning Initiative*, Anaheim, CA
- Saltarelli, A.J. & Kizilcec, R.** (May 2017). Closing Global Achievement Gaps in MOOCs: Creating Psychologically Welcoming Learning Environments. Presented at the *Open edX Conference*, Madrid, Spain.

- Saltarelli, A.J.** & Collier, A.M (April 2016). Innovation is not enough: Building soft infrastructure to incubate good ideas. Presented at the *Online Learning Consortium (OLC) Innovate Conference, New Orleans, LA*.
- Klautke, H., **Saltarelli, A. J.**, & Roseth, C. J. (March 2016). Using an asynchronous online cooperative learning platform for learner-motivation related research and practice. Paper presented at the *Society for Information Technology & Teacher Education (SITE) Annual Meeting, Savannah, GA*.
- Glass, C.R., **Saltarelli, A.J.**, Collier, A.M. (April 2105). “My Goal Is To Surf It, Not Just Stand There”: Professors’ Sensemaking Strategies in University Open Online Learning Initiatives. Presented at the *American Educational Research Association (AERA) Annual Meeting, Chicago, IL*.
- Collier, A.M., **Saltarelli, A.J.**, & Widner, M. (November 2014). Building on open architectures to connect distributed communities of learning. Presented at the *Open Education Conference, Washington, DC*.
- Saltarelli, A.J.** & C. Roseth. (August 2014). Effects of Belongingness and Synchronicity on Face-To-Face and Online Constructive Controversy. Presented at the *American Psychological Association Annual Convention, Washington, DC*.
- Saltarelli, A.J.** (June 2014). Overview of Innovations in Online Course. *Stanford Digital Learning Forum Conference, Stanford, CA*.
- Saltarelli, A.J.** (April 2014). Effects of Belongingness and Synchronicity on Face-to-Face and Online Cooperative Learning. Presented at the *Sloan C Annual Emerging Technologies for Online Learning International Symposium, Dallas, TX*.
- Saltarelli, A.J.**, McAndrew, A., Simon, E., Fell, C. (August, 2013). Go Hybrid: Sustainable Course Design. Presented at the *Colorado Learning and Teaching with Technology Conference, Boulder, CO*.
- Saltarelli, A.J.**, Lee, Y-K., & Roseth, C.J. (June, 2013). Effects of computer-mediated communication and relatedness on peer intellectual conflict. Presented at the *Jean Piaget Society Annual Meeting, Chicago, IL*.
- Saltarelli, A.J.**, Saltarelli, W. A., & Roseth, C. J., (April, 2013). Effects of virtual labs and cooperative learning in anatomy instruction. Presented at the *American Educational Research Association (AERA) Annual Meeting, San Francisco, CA*.
- Saltarelli, A.J.**, Saltarelli, W.A., & Roseth, C.R. (October, 2012). Effects of Virtual Labs and Cooperative Learning in Anatomy Instruction. Presented at *37th Annual POD Conference, Seattle, WA*.
- Saltarelli, A. J.**, Roseth, C. R., & Glass, C. (April, 2012). Effects of Computer-mediated Communication and Belongingness on Constructive Controversy. Presented at *Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC*.

- Saltarelli, A.J.** (September, 2011). Making it Fit: Matching Technology with Learning Task. Presented at *Lilly Conference on College Teaching & Learning, Traverse City, MI*.
- Saltarelli, A. J.**, Saltarelli, W. A., Roseth C. R., & Grand, A. (March, 2011). Using Multimedia and Virtual Simulations to Enhance Learning Transfer In Anatomy Instruction. Presented at *Annual Meeting of the Society for Information Technology & Teacher Education (SITE), Nashville, TN*.
- Saltarelli, A. J.**, Roseth, C. R., & Glass, C. (April, 2011). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. Presented at *Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA*.
- Rana, M., Bates, L., Johnson, D.J., Qin, D.B. & **Saltarelli A.** (March, 2011) Parental Choice and Involvement in the Education of Sudanese Unaccompanied Minors. Presented at the *Society for Research in Child Development (SRCD)*, Montreal, Canada.
- Qin, D., **Saltarelli, A. J.**, Bates, L., Rana, M., Lee, J.A., Johnson, D.B., & Luster, T. (September, 2010). “My culture helps me make good decisions”: Cultural appropriation and adaptation of Sudanese refugee youth. Presented at *On New Shores Conference 2010, Guelph Canada*.
- Bates, L., Johnson, D.J., Rana, M., Luster, T., Qin, D., **Saltarelli, A. J.**, & Baird, D. (March, 2010). Fostering Sudanese refugee youth: Parent perspectives. Presented at *the Biennial meeting of Society for Research on Adolescence (SRA), Philadelphia, PA*.
- Qin, D.B., **Saltarelli, A. J.**, Bates, L., Rana, M., Lee, J.A., Johnson, D.J., & Luster, T. (March, 2010). “My culture makes me make good decisions”: Cultural appropriation and adaptation of Sudanese refugee youth. Presented at the *Biennial meeting of Society for Research on Adolescence (SRA), Philadelphia, PA*.
- Johnson, D.J., Qin, D.B., & **Saltarelli, A. J.** (March, 2010). The Influence of Racialized Experiences on the Identities of Sudanese Refugee Youth, Presented at the *Biennial meeting of Society for Research on Adolescence (SRA), Philadelphia, PA*.
- Saltarelli, A.J.**, Luster, T., Rana, M., Bates, L.V., Qin, D.B., Burdick, K., Johnson, D.J., & Baird, D. (April, 2009). Foster parent support and refugee adaptation in a New land: The experience of unaccompanied Sudanese minors. Presented at *the Biennial meeting of Society for Research in Child Development (SRCD), Denver, CO*.
- Luster, T., **Saltarelli, A.J.**, Rana, M., & Qin, D.B. (November, 2008). Having parents after living in peer groups: Sudanese unaccompanied minors in foster care. Presented at the *On New Shores Conference 2008, Guelph Canada*.
- Heath, P.A., Sarigiani, P.A., Camarena, P., **Saltarelli, A.J.**, & Wicks, J. (April, 2005). The Social Context of Young Adolescents with Different Patterns of Depressed Mood. Poster presentation at *the Biennial Meeting of the Society for Research in Child Development (SRCD), Atlanta, GA*.
- Camarena, P., **Saltarelli, A.J.**, Lung, J., Hartoon, K., & Smith, K. (February, 2004). The Potential of Required Out-of-Class Experiential Activities in FYE: Promoting Knowledge, Engagement, and Empowerment. Presented at *the 23rd Annual Conference on the First-Year Experience*.

VII. PROFESSIONAL SERVICE AND SKILLS

Ad Hoc Journal Reviewer:

Computers and Education (2018-)
 Educational Psychology (2012-)
 Journal of Applied Communication Research (2013-)
 Journal of Educational Psychology (2014-)

Professional Memberships:

American Psychological Association (APA), Division 15 – Educational Psychology
 American Educational Research Association (AERA)
 Professional and Organizational Development Network in Higher Education (POD)
 Society for Informational Technology and Teacher Education (SITE)
 Society for Research in Child Development (SRCD)

Professional Service:

Conference Track Chair, Annual ET4Online Symposium 2015, Online Learning Consortium
 Pre-major Advisor, Stanford University
 Dissertation Committee – Adam Barragato, Central Michigan University
 Conference Track Chair, European MOOCs (EMOOCs) Stakeholders Summit 2017

Information Technology Skills

Data Analysis & Visualization: SPSS, R, NVIVO, SQL, Tableau
Learning & Content Management Systems: Canvas, OpenEdX, D2L, Moodle, WordPress
Media Production: Adobe Creative Suite

VIII. COMMUNITY SERVICE

Gratiot County Collaborative Council, Ithaca, MI

Minor in Possession Diversion Instructor, January 2007 – July 2009
 Youth Development Committee, March 2006 – August 2008
 Substance Abuse Coalition, March 2006 – August 2008

Menlo Park Presbyterian Church, Menlo Park, CA

Volunteer Children's Ministry Leader, 2013-2017