

**Melissa Landers-Potts, Ph.D.**  
**she/her/hers**  
**mlpotts@uga.edu**

**EDUCATION**

- Ph.D. University of Georgia, June, 1998  
    ○ Major: Child and Family Development
- M.A. University of Georgia, June, 1994  
    ○ Major: Sociology
- B.A. Carleton College, June, 1990  
    ○ Major: Sociology and Anthropology

**EMPLOYMENT**

**Current Position**

- Principal Lecturer & Advisor to the Dean for Diversity: University of Georgia, Human Development & Family Science

**Past Positions**

- Principal Lecturer, University of Georgia, Human Development & Family Science (2014-2022)
- Lecturer, University of Georgia, Human Development & Family Science (2008-2014)
- Instructor: University of Georgia, Department of Sociology (2005-2008)
- Instructor: Athens Technical College, Athens, GA, Department of Sociology (2002-2005)
- Instructor: Piedmont College, Demorest, GA, Department of Sociology (2002-2005)
- Instructor: Florida A & M University, Tallahassee, FL, Department of Sociology (2000-2002)
- Project Coordinator, Family & Community Health Study, Center for Family Science, The University of Georgia (1997-1999);
  - 30-year longitudinal study of African American youth and families funded by NHLBI, NiCHD, NIDA, NIA & NCI; over 200 papers currently published from data
  - Hired, managed, trained and designed training materials for staff of 15 interviewers
- Admissions Counselor, Wesleyan College, Macon, GA (1990-1992)
  - Traveled throughout state of Florida to recruit high school students for oldest women's college in U.S.

**TEACHING AWARDS & HONORS**

- UGA Teaching Excellence Award (2022)
  - 1 of 2 inaugural winners of the highest faculty award at UGA for non-tenure track teaching faculty at UGA
- UGA Student Career Success Influencer Award (2022-23)
- Induction into UGA Teaching Academy (2019)
- National Council on Family Relations/Cognella Innovations in Teaching Award, 1<sup>st</sup> place (2018)
- UGA Creative Teaching Award (2018), *3 UGA faculty members received*
- UGA Service-Learning Teaching Excellence Award (2018), *2 UGA faculty members received*
- UGA Student Government Association Teaching Excellence Honoree (2018), *8 UGA faculty members received*
- UGA Family and Consumer Sciences 100 Centennial Honoree (2018)
  - 1 of 100 people recognized as instrumental in advancing the college's ability since its founding in 1918 to serve students and enrich lives through mission of College of Family & Consumer Sciences at UGA
- Teacher of the Year, College of Family and Consumer Sciences (2013)
- Teacher of the Year, College of Family and Consumer Sciences (2010)
- Advisor of the Year Award nominee, College of Family and Consumer Sciences (2009)

## **COMPETITIVE TEACHING FELLOWSHIPS**

- UGA Faculty Fellow for Student Success (2023-24)
  - 1 UGA faculty member selected; \$10,000 stipend
  - Advise and create faculty resources in conjunction with the UGA Center for Teaching & Learning and Office of the Vice President for Instruction to promote student success
- UGA Active Learning Faculty Mentor (2022-23) *3 UGA faculty members selected; \$2,000 stipend*
- UGA Active Learning Summer Institute (2019)
- UGA Writing Fellow (2017)
- UGA Online Learning Fellow (2013 & 2014)
- UGA Service Learning Fellow (2013)
- UGA eLC-New Early Adopter (2012)

## **PEDAGOGICAL GRANTS**

- Active Learning Change Grant for FACS 2000; \$7,000 award
  - Funded by UGA Office of the Provost to redesign FACS 2000 by incorporating active learning
- UGA Office of Service-Learning Support Grant for HDFS 3700S course to fund doctoral Marriage & Family Therapy student to support and advise undergraduate students doing online peer mentoring with adolescents & young adults (2023); \$500 award
- UGA Office of Service-Learning Support Grant for HDFS 3700S course to fund doctoral Marriage & Family Therapy student to support and advise undergraduate students doing online peer mentoring with adolescents & young adults (2022); \$500 award
- UGA Office of Service-Learning Support Grant for HDFS 3700S course to fund doctoral Marriage & Family Therapy student to support and advise undergraduate students doing online peer mentoring with adolescents & young adults (2021); \$500 award
- Sweaney Innovation Fund: Award to assess student writing needs & establish HDFS Writing Center w/ colleagues (J. Gonyea, M. Kozak & J. George) (2020); \$4,500 award

## **SERVICE**

### **University of Georgia**

- UGA Teaching Academy Teaching Symposium Committee, Chair (2023-24)
  - Responsible for planning and coordinating all aspects of the UGA Teaching Symposium at Lake Lanier, which is funded by the Office of the Provost
- UGA Teaching Academy Teaching Symposium Committee, Member & Session Chair (2022-23)
- UGA Teaching Academy Executive Committee Member (2022-2025)
- Faculty Advisory Board for UGA Vice President for Instruction (2022-)
  - 1 of 15 UGA faculty members invited onto Faculty Advisory Board for OVPI
- Search Committee Member, UGA Associate Vice President for Instruction (Nov., 2022-April 2023)
- Chair, UGA Institutional Review Committee evaluating Office of Service-Learning, Office of the Vice President for Instruction and Provost's Office (Nov., 2020-Apr., 2021)
- UGA New Student & Parent Orientation faculty speaker (Summer, 2021, 2022, 2023)
  - 1 of 16 UGA faculty members asked to speak
- UGA Public Service & Outreach: focus group member; provided ideas on diversifying community engagement in Athens-Clarke County (October, 2020)
- Chair, UGA Provost's Ad-Hoc Non-Tenure Track Lecturer Appointment and Promotion Guideline Committee (2016-2019)
  - Led committee of four faculty members to revise & create appointment and promotion procedures for Lecturers on UGA campus.
- UGA New Faculty Orientation faculty speaker (August, 2016, 2018, 2019)
  - 1 of 3 faculty members invited by UGA Office of the Vice President for Instruction to serve on panel to onboard new faculty with primarily teaching responsibilities

- Member of UGA Service-Learning Teaching and Research Award Selection Committee (2019)
- UGA Division of Academic Enhancement Advisory Board Member (2017-2020)
- Organizer, UGA Faculty Learning Community on ‘Teaching Diversity Courses/Issues’ (2015)
  - Funded by UGA Center for Teaching & Learning (\$500 budget)

### **College of Family & Consumer Sciences at UGA**

- Assistant to the Dean for Inclusive Excellence (2022-)
  - Lead all efforts to implement the FACS DEI Plan. Communicate with 17 other committee members about progress; Develop reports and materials to facilitate communication about DEI efforts within the college; Lead efforts to develop several aspects of the DEI Plan activities--especially the curricular activities to support the learning of all students
- Chair, Diversity, Equity & Inclusion Committee and advisor to the Dean (2022-)
- Diversity, Equity & Inclusion Strategic Plan Committee (Chair, Outreach Committee) (2021)
- Diversity, Equity & Inclusion college book club co-facilitator with Dean Fox (2020)
- Study Abroad Scholarship Committee (2019-2022)
- Faculty Advisory Committee; Strategic Goals in Teaching Committee; Experiential Learning subcommittee (2019-2021)
- Active Learning Committee (2018-2019)
- Recognizing Excellence Committee (2018-2020)
- Faculty Advisory Committee (2015-2016)
- Gonfalon Change Committee & designer of current, more inclusive FACS gonfalon design (2015)
- Invited speaker to discuss Importance of Diversity at new FACS transfer student orientation (2015)
- FACS Diversity Committee (2013-2015)

### **Department of Human Development & Family Science**

- HDFS Fall Faculty Retreat Workshop: *How Active Learning and the Universal Design for Learning Promote Success for All Students* (Dec. 6, 2023)
- Search Committee Member, Lecturer Hire (Nov., 2023-Mar., 2024)
- Organizer & Chair, Diversity, Equity & Inclusion/Social Justice (DEI/SJ) Coalition (2020-present)
  - Led year-end faculty/staff/student representative focus groups & DEI/SJ-focused retreats (2021& 2022)
  - Led faculty in survey and process for writing HDFS DEI/SJ commitment statement & identifying action items (2020-present)
    - Statement included on all 2022 job ads and cited as important by recent hires (2022)
    - Organized mid-year faculty retreat led by UGA Office of Institutional Diversity (2020)
- HDFS Lecturer Retreat to create Faculty Universal Writing Rubric
  - Financed Lecturer retreat to design Universal, Departmental Writing Rubric using UGA Writing Fellows stipend; Asheville, NC (June, 2017)
  - Rubric used by multiple faculty in grading writing within their courses
- Faculty Advisor: Human Development & Family Science Association (2008-present)
  - Created DEI Faculty Liaison position to give undergraduates a voice (2022)
- Undergraduate Curriculum Committee (2008-present)
- Interim Undergraduate Coordinator (2018)
- Chair, Lecturer Search Committee (2014)

### **Professional**

#### **Ad hoc Manuscript Reviewer**

- *Journal of Youth and Society* (2021, 2023)
- *Pediatrics* (2021)
- *Journal of Community Engagement and Scholarship* (2020-2021)
- *Journal of Youth and Society* (2021)

- *Journal of Child and Family Studies* (2019-2021)
- *Journal of Research on Adolescence* (2018)

## SCHOLARLY ACTIVITIES

### Peer-Reviewed Manuscripts

- Armah, A., & Landers-Potts, M. (2021). A Review of Imaginary Companions and Their Implications for Development (with considerations for racial and ethnic identities & social and economic status). *Imagination, Cognition and Personality*, 41(1), 31–53.
- Landers-Potts, M. A., O’Neal, C. W., & Mancini, J. A. (2017). Electronic communication use and socio-emotional well-being among military youth. *Journal of Child and Family Studies*, 26(12), 3266-3277.
- Simons, L. G., Wickrama, K. A. S., Lee, T. K., Landers-Potts, M., Cutrona, C., & Conger, R. D. (2016). Testing family stress and family investment explanations for conduct problems among African American adolescents. *Journal of Marriage and Family*, 78(2), 498-515.
- Landers-Potts, M. A., Wickrama, K. A. S., Simons, L. G., Cutrona, C., Gibbons, F. X., Simons, R. L., & Conger, R. (2015). An extension and moderational analysis of the family stress model focusing on African American adolescents. *Family Relations*, 64(2), 233-248.
- Brody, G. H., Jack, L., Jr., Murry, V. M., Lander-Potts, M., & Liburd, L. (2001). Heuristic model linking contextual processes to self-management in African-American adults with Type 2 diabetes. *Diabetes Educator*, 27, (5), 17-25.
- Malone, D. M., & Landers, M. A. (2001). Mother’s perceptions of the toy play of preschoolers with intellectual disabilities, *Journal of Disabilities, Development and Education*, 48, 1.
- Landers-Potts, M., & Grant., L. (1999). Competitive climates, athletic skill and children’s status in after-school recreational sports programs, *Social Psychology of Education*, 2, 297-313.
- Landers, M. A. (1998). *Parent and Teacher Perceptions of African American Children’s Behavior*, Dissertation Abstracts.
- Pellegrini, A. D., & Landers-Pott, M. (1996). Children, classroom context and activity and attention to tasks. *Emotional and Behavioural Difficulties*, 1(3), 29-35.
- Landers, M.A., & Fine, G. A. (1996). Learning life’s lessons in tee-ball: The reinforcement of gender and status in kindergarten sport. *Sociology of Sport Journal*, 13, 87-94.

### Invited Presentations

- Governor’s Teaching Fellows—Led training on utilizing the Universal Design for Learning model to capitalize on student strengths and facilitate student success (October, 2023)
- UGA College of Engineering--Led and organized faculty panel, *Cultivating Inclusive Learning Environments through Active Learning*. (September, 2023)
- 1<sup>st</sup> Annual UGA Active Learning Summit--Led and organized faculty panel on *Inclusive Active Learning*
- UGA Center for Teaching & Learning, Active Learning Summer Institute: Invited faculty panelist (2022 & 2023)
- UNICEF at UGA Faculty Speaker: *Physical, Cognitive & Socioemotional Correlates of Child Poverty* (Oct. 19, 2021)
- UGA Office of Service-Learning Panel: Service-Learning Fellows Retreat (2016, 2018, 2020, 2021)
- Landers-Potts, M. & Thompson, K. *Generational Differences in Learning*. Invited to lead workshop for UGA Center for Teaching and Learning: (Feb. 13, 2020)
- Give Pulse, International presentation, 182 attendees: Invited speaker, *e-Service-Learning: Best Practices and Shared Experiences* (July 3, 2020)
- UGA Office of Service-Learning Panel: *Transitioning to Online Service-Learning in COVID-19*, (March 25, 2020)
- Workshop for UGA Center for Teaching and Learning: *Generational Differences in Learning*; 25 participants (Feb. 13, 2020)

- Panelist: UGA Center for Teaching and Learning Panel: “*To Participation Grade or Not*”; 25 participants (Feb. 6, 2019)
- FACS 2000, Invited Lecturer on Diversity (March, 2017)
- Focus group on service-learning & non-tenure track faculty, Invited participant (February, 2016)
- The Bridge (Orientation for new transfer students in FACS), Invited by Dean to present on Diversity Issues (Fall, 2016)
- GRSC 7970S, Approaches to Community Engagement (September 10, 2014)

### Peer-Reviewed Presentations

- Landers-Potts, M. *Active & Inclusive Teaching & Learning Workshop*. Teaching Family Science Conference (June, 2023)
- Landers-Potts, M. & Cataluna, M., *Using Affinity Groups to Promote Belongingness in College Classrooms*. Lilly Teaching Conference (May, 2023)
- Matthews, P., Injaian, A., Thompson, K., Landers-Potts, M., Kozak, M. Mitchell, D., Calabria, J. & Stull, J. *Service-Learning and Resilience: What Your Students and Colleagues Wish You Knew*. Gulf-South Summit Conference (April, 2023)
- Matthews, P., Landers-Potts, M., Mitchell, D., Denk, J., Injaian, A., Calabria, J., & Thompson, K. *Enhancing student resilience: Lessons learned from service-learning classes*. USG Teaching Conference (March, 2023)
- Landers-Potts, M., Matthews, P. Anjaian, A., Thompson, K., & Calabria, J. *Building Student Resilience Through Challenges in the Service-Learning Classroom*. Lilly Teaching Conference (August, 2022)
- Matthews, P., Anjaian, A., Landers-Potts, M., Thompson, K. & Calabria, J. *Supporting Student Resilience Through Service-Learning*. Gulf-South Summit (March, 2022)
- Matthews, P, Calabria, J., Landers-Potts, M. & Blubaugh, Carmen. *Investigating Student Reflections of Arts-Based Reflection Strategies*. International Association of Research on Service-Learning & Community Engagement. (Nov. 16, 2021)
- Armah, A. & Landers-Potts, M. *Pretend Play and Imaginary Companionship in Different Racial and Socioeconomic Groups*. Society for Research on Child Development, poster presentation (April, 2021)
- Matthews, P., Thompson, K., Landers-Potts, M., Leggette, R., Walker, B., & Stefaniak, J. *Reflection Strategies to Enhance Online Service-Learning*, Gulf South Summit (March, 2021)
- Landers-Potts, M. *Emphasizing Optimal Development: Teaching Diversity to Human Development and Family Science Students*. Teaching Family Science Conference. Maui, HI. (June, 2019).
- Matthews, P., Thompson, K., Landers-Potts, M., Davis-Olwell, P., & Calabria, J. *Workshop: Using visual reflection to enhance service-learning*. In Gulf-South Summit. Huntsville, TX. (April, 2019).
- Matthews, P., Landers-Potts, M., Thompson, K. & Davis, E. *Workshop: Multimodal reflection strategies to enhance critical thinking*. In *University System of Georgia Teaching & Learning Conference*, Athens, GA. (April, 2019)
- Landers-Potts, M. *Student impressions of online wellness coaching as service-learning*. UGA College of Education Innovations in Excellence Conference. Athens, GA (October, 2018)
- Gonyea, J., Landers-Potts, M., Kozak, M.K. & George, J.L. *Reinforcing excellence in writing: A Universal Departmental Writing Rubric*. International Society for the Scholarship of Teaching and Learning (October, 2018)
- Landers-Potts, M. *The Challenges of Extreme Service-Learning and an Ideal Model*. Gulf-South Summit on Service-Learning Conference, Birmingham, AL (April, 2018)
- Landers-Potts, M., Kozak, M.K., Gonyea, J.L. & George, J.L. *A Universal, Holistic Departmental Writing Rubric*, UGA College of Education Innovations in Excellence Conference. Athens, GA. (October, 2017) Paper nominated as a Finalist for Scholarship of Teaching and Learning Award
- Britton-Laws, C., Landers-Potts, M. & Matthews, P. *Service-Learning in the Context of a University-wide Push for Experiential Learning*. Gulf-South Summit on Service-Learning Conference, Savannah, GA. (October, 2016)

- Landers-Potts, M. E-Service-Learning: *Service-Learners in Traditional Courses as Community Partners for e-Service-Learning Students*. COE Innovation in Teaching Conference, Athens, GA. (2015)
- Landers-Potts, M. *Making e-Service-Learning Relevant and Manageable*. Gulf-South Summit on Service-Learning Conference, Little Rock, AK. (2015)
- Landers-Potts, M. *Self-efficacy and service-learning*. Teaching Family Science, Honolulu, HI. (2014)

### **Content Research**

Principal Investigator: *Parental Divorce in Emerging Adulthood (2023-)*

- Leading group of 3 undergraduate students, 2 of whom received CURO funding of \$1,000 for project in Fall, 2023

### **Scholarship of Teaching and Learning (SoTL) Research Projects**

Principal Investigator: *Active Learning Course Redesign and Student Experiences in a College-Wide Required Course (2023-)*

- Assessing impact of funded course redesign, particularly in area of belongingness

Co-Investigator: *Supporting Student Resilience Through Service-Learning (2021-present)*

- Collaborating on study involving faculty focus groups to assess ways that service-learning contributes to student resilience and superior faculty-student relationships with P. Matthews, A. Injaian, K. Thompson, & J. Calabria

Principal Investigator: *Online Service-Learning (2018-present)*

- Analyzing journal entries of students engaged in service-learning work as wellness coaches to adolescents and young adults across the globe

Co-Investigator: *Arts-Based Reflection Techniques in Service-Learning (2021)*

- Collaborated to create & implement study assessing student impressions of arts-based reflection with P. Matthews, J. Calabria & C. Blubaugh

Principal Investigator: *Student Impressions of Writing Support (2020)*

- Created and administered survey with co-investigators (J. Gonyea, M.Kozak & J.George) for students to provide feedback on support they feel they receive and need on their writing in HDFS Department at UGA; Information being used to guide writing support services.

Principal Investigator: *Student Impressions of a Universal, Holistic Writing Rubric (2018)*

- Collected student feedback from courses across the Human Development and Family Science Department on the utility of a department-wide universal, holistic writing rubric used across the departmental curriculum

Principal Investigator: *Service Learning v. Traditional Learning Among UGA Students (2010-2011)*

- Studied educational outcome measures (academic performance, mastery of material being taught, etc.) for students enrolled in the service-learning section of HDFS 3700 and HDFS 3700S course

Principal Investigator: *Focus Groups for Learning in Clarke County: A Service Learning Project conducted with HDFS 3700 students (2009)*

- Sought student self-identified needs in the Athens-Clarke County community to assess most appropriate, community-identified direction for my Adolescent and Emerging Adult Development service-learning course

### **STUDENT ADVISING**

- Faculty Advisor, Phi Omicron Upsilon
  - Restarted this Honors chapter at UGA & nominated HDFS graduate student (LaRen Morton) for a scholarship, which was awarded.
- Faculty Advisor, Human Development and Family Science Association 2014-present
- UGA Mentor to Elizabeth Lane Mctyre (UGA Faculty Mentor Network, 2021-2022)
  - Accepted into Emory University's clinical nurse leadership program for Fall, 2022

- Faculty Advisor, Annabelle Armah, McNair Scholar & CURO Scholarship Recipient (\$1,000), 2019-2020
  - Published 1 peer-reviewed manuscript and 1 presentation at national conference while mentee
- Faculty Mentor, Lauren Lewis, CURO Scholarship Recipient (\$1,000), 2019
- Faculty Mentor, Rebecca Gemes, CURO Scholarship Recipient (\$1,000), 2017-2018
- Faculty Mentor, Erica Lee: Instigated establishment of College of Family & Consumer Sciences Gonfalon Change Committee (2015)
  - FACS gonfalon changed in Spring, 2016 to our proposed design after college-wide vote

## **COURSES TAUGHT AT UGA REFLECTING INNOVATION & ACTIVE LEARNING**

### FACS 2000

- Applied for and obtained an Active Learning Course Redesign Grant to incorporate active learning principles into course; Also worked with two other faculty members teaching sections of same course to share information

### HDFS 2200: Lifespan Development

- Redesigned large lecture class to fully incorporate active learning techniques after selection for Active Learning Summer Institute (ALSI) at UGA
- Redesigned to incorporate active learning techniques into an online format in 2019; received 4.9/5 on student evaluations in Fall, 2020, which is the highest this large course has received
- Worked with UGA Center for Teaching & Learning to conduct mid-semester faculty evaluation and incorporated student feedback into course redesign

### HDFS 3701E & 3700S: Adolescent Development, Online Service-Learning

- Students in both courses volunteer for 3 hours/week as peer mentors to adolescents and emerging adults all over the world through a partnership with an online mental health company
- Applied for and received \$500 UGA Office of Service-Learning grant for HDFS Marriage and Family Therapy doctoral candidate to regularly speak with students to support them in their online peer mentoring efforts since students previously expressed a desire for expert knowledge on how to respond when iPrevail users disclose sensitive and troubling information in their chats.
- Received 2018 UGA Creative Teaching Award for this course
- Developed HDFS 3701E as an electronic, service-learning course and submitted request to University Curriculum Committee in Fall, 2013
  - Was only fully online S-L course offered at UGA prior to pandemic with both coursework and service-learning fully online

### HDFS 4330: Diversity in Human & Family Development

- Redesigned course to frame diversity, equity, inclusion and social justice in terms of optimal human development (in line with my pedagogical presentation at the 2019 Teaching Family Science Conference); saw immediate increase in student evaluations and positive evaluation comments (Fall, 2019)
- Redesigned to incorporate active learning techniques into a hybrid format during pandemic
  - Received 4.9/5 on student evaluation (Fall, 2020) while teaching during Black Lives Matter Movement in hybrid format, with primary content focus on diversity, equity, inclusion and social justice as it relates to optimal human & family development (including specific discussions on racism, classism, sexism, ageism, ableism, etc.)

### HDFS 4900: Medical Technology, Ethics & Human Development (Fall, 2018)

- Prepared and submitted materials for faculty vote to make this course a regular offering (Fall, 2023)

- New seminar course developed to discuss the effect of medical technology on human development and the ethical decisions that these advancements have created
- Designed to meet needs of majors entering medical-related fields and building on student topics of interest from Lifespan Development

HDFS 2200H: Lifespan Development (Honors)

- Proposed teaching of this course, which has increased Honors student presence in major
- Designed as a new course

Director: London Study Abroad Program, College of Family & Consumer Sciences (2018)

- Successfully directed and led all aspects of Family and Consumer Sciences London Study Abroad Program with largest group of students in program's history
- Created new course comparing U.S. & English human development and family life
  - Visited London children's playgrounds and analyzed the significant differences in their design and construction from those in the U.S. In London/U.K, there is an emphasis on using natural materials (fallen trees and boulders), allowing for an element of danger (high jumping off spots constructed by the children), and providing children the opportunity for autonomy in the design of their play spaces.