

CURRICULUM VITAE

Dr. Robert H. Stupnisky

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PROFESSIONAL EXPERIENCE

ACADEMIC APPOINTMENTS

Full Professor, Tenured (Aug. 16, 2020 – present), Department of Education, Health, and Behavioral Studies, College of Education and Human Development, University of North Dakota.

- Teach 9-12 credits per year in Research Methods, Statistics, Structural Equation Modeling, Mixed Methods, Educational Psychology, Learning Analytics, and supervise graduate students
- Actively conduct research, seek external funding, and publish and present research findings to national and international audiences.
- Provide services to the department, college, university, profession, and community.

Associate Professor, Tenured (Aug. 16, 2015 – 2020), Department of Education, Health, and Behavioral Studies (formerly Educational Foundations and Research), College of Education and Human Development, University of North Dakota.

Assistant Professor (Aug. 15, 2010 – 2015), College of Education and Human Development, University of North Dakota.

- Department of Educational Foundations and Research Aug. 16, 2012 to Aug. 14, 2015
- Department of Teaching and Learning Aug. 16, 2010 to Aug. 15, 2012

Postdoctoral Fellow (Sept. 1 2009 – Aug. 15 2010), Educational Psychology, Laval University, Quebec City, Quebec. Funded by the Social Sciences and Humanities Research Council of Canada (Supervisor: Dr. Frederic Guay).

ADMINISTRATIVE APPOINTMENTS

Associate Dean of Research and Faculty Development (July 1, 2022 – present), College of Education and Human Development, University of North Dakota.

Director, Bureau of Evaluation and Research Services (Sept. 1, 2020 – present), College of Education and Human Development, University of North Dakota.

Interim Co-Associate Dean of Research and Faculty Development (Sept. 1, 2021 – June 30, 2022), College of Education and Human Development, University of North Dakota.

EDUCATIONAL BACKGROUND

Doctor of Philosophy (Sept. 2005 – Aug. 2009), Social/Educational Psychology, University of Manitoba, Dissertation: *The Stability of Perceived Control among Individuals in New Achievement Settings* (Advisor: Dr. R. P. Perry).

Visiting Doctoral Researcher (April 1 – May 31, 2008), University of Munich (Ludwig-Maximilian-Universität), Munich, Germany: *An Examination of the Stability of First-Year College Students' Academic Achievement Emotions* (Supervisor: Prof. Dr. R. Pekrun).

Master of Arts (Sept. 2003 – Aug. 2005), Social/Educational Psychology, University of Manitoba, Thesis: *The Effects of Causal Search and Attributional Retraining on Achievement Motivation and Performance* (Advisor: Dr. R. P. Perry).

Bachelor of Arts, Honours (Sept. 1999 – April 2003), Psychology, University of Manitoba, Thesis: *Individual Differences and Attributional Retraining: A Longitudinal Analysis of First-Year College Students' Academic Development* (Advisor: Dr. R. P. Perry).

PUBLICATIONS

Note. Underline indicates graduate student at time of submission or publication.

- BrckaLorenz, A., **Stupnisky, R. H.**, & Yuhas, B. (in press). Why do we teach? A person-centered examination of faculty teaching needs and motivation. *Journal of the Professoriate*.
- Schwab, C., Frenzel, A., Jaeger, J., BrckaLorenz, A., & **Stupnisky, R. H.** (in press). How do university faculty feel about grading? Insights from a control-value theory perspective. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2023.2269190>
- Gray, J. S., Petros, T. V., & **Stupnisky, R. H.** (2023). Confirmatory Factor Analysis of Beck Depression Inventory-II With Two American Indian Samples. *American Journal of Orthopsychiatry*.
- Herbert, M., Clinton-Lisell, V., & **Stupnisky, R. H.** (2022). Faculty Motivation for OER Textbook Adoption and Future Use. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-022-09625-6>
- Mardani, M., Salahuddin, M., & **Stupnisky, R. H.** (2023). Examining underrepresented minority STEM faculty members' motivation for research. *Interdisciplinary Educational Psychology*, 3(1):4.
- Mardani, M., & **Stupnisky, R. H.** (2023, April). Influence of Workplace Microaggressions on Engineering Female Faculty Motivation to do Research. In *International Conference on Gender Research* (Vol. 6, No. 1, pp. 168-176).
- Stupnisky, R. H.**, Larivière, V., Hall, N. C., & Omojiba, O. (2022). Predicting research productivity in STEM faculty: The role of self-determined motivation. *Research in Higher Education*. <https://doi.org/10.1007/s11162-022-09718-3>
- Jaeger, J., Chang, C., & **Stupnisky, R. H.** (2022). How does university faculty members' grit relate to their emotions and success in teaching and research? *Innovative Higher Education*.
- Waller, Z. P., & **Stupnisky, R. H.** (2022). Medium altitude long endurance RPA training: Evaluating blended learning. *International Journal of Aviation, Aeronautics, and Aerospace*, 9(1). <https://doi.org/10.15394/ijaaa.2022.1650>
- Wilson, N., & **Stupnisky, R. H.** (2021). Assessing motivation as predictors of academic success in collegiate aviation classrooms. *The Collegiate Aviation Review International*, 39(2), 200-217. Retrieved from <http://ojs.library.okstate.edu/osu/index.php/CARI/article/view/8376/7683>
- Wilson, N., & **Stupnisky, R. H.** (2022). Examining differences in aviation student motivation during blended versus online asynchronous courses. *The Collegiate Aviation Review International*, 40(1), 95-112. Retrieved from <http://ojs.library.okstate.edu/osu/index.php/CARI/article/view/8564/7783>
- Amida, A., Algarni, S., & **Stupnisky, R. H.** (2020). Testing the relationships of motivation, time management, and career aspirations on graduate students' academic success. *Journal of Applied Research in Higher Education*. DOI: 10.1108/JARHE-04-2020-0106.
- Daumiller, M., **Stupnisky, R. H.**, & Janke, S. (2020). Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions. *International Journal of Educational Research, Special Edition on Faculty Motivation*, 99, 1-9. doi: <https://doi.org/10.1016/j.ijer.2019.101502>

- Stupnisky, R. H.**, BrckaLorenz, A., & Nelson Laird, T. F (2019). How does faculty research motivation type relate to success? A test of self-determination theory. *International Journal of Educational Research, Special Edition on Faculty Motivation*, 98, 25-35. doi: <https://doi.org/10.1016/j.ijer.2019.08.007>
- Stupnisky, R. H.**, Hall, N.C., & Pekrun, R. (2019). Faculty enjoyment, anxiety, and boredom for teaching and research: Instrument development and testing predictors of success. *Studies in Higher Education, Special Edition on Emotions in Higher Education*, 44(10), 1-11. doi: <https://doi.org/10.1080/03075079.2019.1665308>
- Stupnisky, R. H.**, Hall, N. C., & Pekrun, R. (2019). The emotions of pretenure faculty: Implications for teaching and research success. *The Review of Higher Education*, 42(4).
- Guay, F., **Stupnisky, R. H.**, Boivin, M., Japel, C., & Dionne, G. (2019). Teachers' relatedness with students as a predictor of students' intrinsic motivation, perceived competence, and reading achievement. *Early Childhood Research Quarterly*, 48, 215-225.
- Silvernagel, C., Olson, M., & **Stupnisky, R. H.** (2019). Mine, yours, or ours? Perceptions of student-created intellectual property ownership. *Entrepreneurship Education and Pedagogy*. doi: [10.1177/2515127419866426](https://doi.org/10.1177/2515127419866426)
- Raccanello, D., Brondino, M., Moe, A., **Stupnisky, R. H.**, & Lichtenfeld, S. (2018). Enjoyment, boredom, anxiety in elementary schools in two domains: Relations with achievement. *Journal of Experimental Education*. doi: [10.1080/00220973.2018.1448747](https://doi.org/10.1080/00220973.2018.1448747)
- Stupnisky, R. H.**, BrckaLorenz, A., Yuhás, B., & Guay, F. (2018). Faculty members' motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. *Contemporary Educational Psychology*, 53, 15-26. doi: <https://doi.org/10.1016/j.cedpsych.2018.01.004>
- Stupnisky, R. H.**, Hall, N. C., Daniels, L. M., & Mensah, E. (2017). Testing a model of pretenure faculty members' teaching and research success: Motivation as a mediator of balance, expectations, and collegiality. *The Journal of Higher Education*, 88(3), 376-400. doi: <https://dx.doi.org/10.1080/00221546.2016.1272317>
- Butz, N. T., & **Stupnisky, R. H.** (2017). Improving student relatedness through an online discussion intervention: The application of self-determination theory in synchronous hybrid programs. *Computers & Education*, 114, 117-138. doi: [10.1016/j.compedu.2017.06.006](https://doi.org/10.1016/j.compedu.2017.06.006)
- Daku, S., & **Stupnisky, R. H.** (2017). The relationship between motivation and job preferences in commercial aviation graduates. *International Journal of Aviation, Aeronautics, and Aerospace*, (4)2. doi: <http://commons.erau.edu/ijaaa/vol4/iss2/1>
- Respondek, L., Nett, U. E., **Stupnisky, R. H.**, & Seufert, T. (2017). Perceived academic control and academic emotions predict undergraduate university student success: Examining effects on dropout intention and achievement. *Frontiers in Psychology*, 8(243), 1-18. doi: [10.3389/fpsyg.2017.00243](https://doi.org/10.3389/fpsyg.2017.00243)
- Stupnisky, R. H.**, Pekrun, R., & Lichtenfeld, S. (2016). New faculty members' emotions: A mixed method study. *Studies in Higher Education*, 41(7), 1167-1188. doi: [10.1080/03075079.2014.968546](https://doi.org/10.1080/03075079.2014.968546)
- Butz, N. T., **Stupnisky, R. H.**, Pekrun, R., Jensen, J., & Harsell, D. (2016). The impact of emotions on student achievement in synchronous hybrid business and public administration programs: A longitudinal test of control-value theory. *Decision Sciences Journal of Innovative Education*, 14(4), 441-474. doi: [10.1111/dsji.12110](https://doi.org/10.1111/dsji.12110)
- Nett, U. E., Daschmann, E., Goetz, T., & **Stupnisky, R. H.** (2016). How accurately can parents judge their children's boredom in school? *Frontiers in Psychology*, 7, 770. doi: [10.3389/fpsyg.2016.00770](https://doi.org/10.3389/fpsyg.2016.00770)
- Butz, N. T., & **Stupnisky, R. H.** (2016). A mixed methods study of graduate business students' self-determined motivation in synchronous hybrid learning environments. *The Internet and Higher Education*. doi: [10.1016/j.iheeduc.2015.10.003](https://doi.org/10.1016/j.iheeduc.2015.10.003)
- Stupnisky, R. H.**, Weaver-Hightower, M., & Kartoshkina, Y. (2015). Exploring and testing predictors of new faculty success: A mixed method study. *Studies in Higher Education*, 40(2), 368-390. doi: [10.1080/03075079.2013.842220](https://doi.org/10.1080/03075079.2013.842220)
- Butz, N. T., **Stupnisky, R. H.**, & Pekrun, R. (2015). Students' emotions for achievement and technology use in synchronous hybrid graduate programs: A control-value approach. *Research in Learning Technology*, 23. doi: [10.3402/rlt.v23.26097](https://doi.org/10.3402/rlt.v23.26097)
- Dong, Y., **Stupnisky, R. H.**, Obade, M., Gerszewski, T., & Ruthig, J. C. (2015). Examining the value of college education: Mediating the effects of attributions on perceived academic success and emotions. *Social Psychology of Education*. doi: [10.1007/s11218-015-9299-5](https://doi.org/10.1007/s11218-015-9299-5)
- Butz, N. T., **Stupnisky, R. H.**, Peterson, E. S., & Majerus, M. M. (2014). Self-determined motivation in synchronous hybrid graduate business programs: Contrasting online and on-campus students. *Journal of Online Learning and Teaching*, 10(2), 211-227.

- Daschmann, E. C., Goetz, T., & **Stupnisky, R. H.** (2014). Exploring the antecedents of boredom: Do teachers know why their students are bored? *Teaching and Teacher Education*, 39, 22-30.
- Stupnisky, R. H.**, Perry, R. P., Renaud, R. D., & Hladkyj, S. (2013). Looking beyond grades: Comparing self-esteem and perceived academic control as predictors of first-year college students' well-being. *Learning and Individual Differences*, 23, 151-157. doi:10.1016/j.lindif.2012.07.008
- Daniels, L. M., Perry, R. P., **Stupnisky, R. H.**, Stewart, T. L., Newall, N. E., & Clifton, R. A. (2013). The longitudinal effects of achievement goals and perceived control on university student achievement. *European Journal of Psychology of Education*. doi: 10.1007/s10212-013-0193-2
- Dong, Y., **Stupnisky, R. H.**, & Berry, C. (2013). Multiple causal attributions: An investigation of college students learning a foreign language. *European Journal of Psychology of Education*. doi: 10.1007/s10212-013-0183-4
- Lichtenfeld, S., & **Stupnisky, R. H.** (2013). Elementary school students' achievement emotions: Influences of gender and relations to motivation and achievement. In L. Zhang & J. Chen (Eds.) *Academic Achievement: Predictors, Learning Strategies and Influences of Gender* (pp. 33-62). Nova Publishers.
- Daniels, L. M., Frenzel, A., **Stupnisky, R. H.**, Stewart, T. L., & Perry, R. P. (2013). Personal goals as predictors of intended classroom goals: Comparing elementary and secondary school pre-service teachers. *British Journal of Educational Psychology*, 83, 396-413, doi: 10.1111/j.2044-8279.2012.02069.x
- Stupnisky, R. H.**, Perry, R. P., Hall, N. C., & Guay, F. (2012). Examining perceived control level and instability as predictors of first-year college students' academic achievement. *Contemporary Educational Psychology*, 37, 81-90. doi:10.1016/j.cedpsych.2012.01.001
- Daniels, L. M., & **Stupnisky, R. H.** (2012). Not that different in theory: Discussing the control-value theory of emotions in online and face-to-face learning environments. *Special Issue: The Internet and Higher Education*, 15, 222-226. doi:10.1016/j.iheduc.2012.04.002
- Lichtenfeld, S., & **Stupnisky, R. H.** (2012). Emotions in achievement: A closer look at elementary school students. In A. M. Columbus (Ed.), *Advances in Psychology Research* (Vol. 94). Nova Publishers.
- Lichtenfeld, S., Pekrun, R., **Stupnisky, R. H.**, Reiss, K., & Murayama, K. (2012). Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). *Learning and Individual Differences*, 22, 190-201. doi:10.1016/j.lindif.2011.04.009
- Stupnisky, R. H.**, Stewart, T. L., Daniels, L. M., & Perry, R. P. (2011). When do students ask why? Examining the precursors and consequences of causal search among first-year college students. *Contemporary Educational Psychology*, 36, 201-211. doi:10.1016/j.cedpsych.2010.06.004
- Daniels, L. M., Stewart, T. L., **Stupnisky, R. H.**, Perry, R. P., & LoVerso, T. (2011). Relieving career anxiety and indecision: The role of undergraduate students' perceived control and faculty affiliations. *Social Psychology of Education*, 14, 409-426. doi: 10.1007/s11218-010-9151-x
- Daschmann, E. C., Goetz, T., & **Stupnisky, R. H.** (2011). Testing the predictors of boredom at school: Development and validation of the antecedents to boredom scales. *British Journal of Educational Psychology*, 81, 421-440. doi: 10.1348/000709910X526038
- Pekrun, R. H., Goetz, T., Daniels, L. M., **Stupnisky, R. H.**, & Perry, R. P., (2010). Boredom in achievement settings: Exploring control-value antecedents and performance outcomes of a neglected emotion. *Journal of Educational Psychology*, 102(3), 531-549. doi: 10.1037/a0019243
- Perry, R. P., **Stupnisky, R. H.**, Hall, N. C., Chipperfield, J. G., & Weiner, B. (2010). Bad starts and better finishes in achievement settings: The role of attributional retraining in students' transition to university. *The Journal of Social and Clinical Psychology*, 29(6), 668-700.
- Daniels, L. M., **Stupnisky, R. H.**, Pekrun, R. H., Haynes, T. L., Newall, N. E., & Perry, R. P. (2009). A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes. *Journal of Educational Psychology*, 101(4), 948-963. doi: 10.1037/a0016096
- Haynes, T. L., Perry, R. P., **Stupnisky, R. H.**, & Daniels, L. M. (2009). A review of attributional retraining in higher education: Fostering engagement and persistence in vulnerable college students. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 24, pp. 227-272). The Netherlands: Springer Publishers.
- Ruthig, J. C., Haynes, T. L., **Stupnisky, R. H.**, & Perry, R. P. (2009). Perceived academic control: Mediating the effects of optimism and social support on college students' psychological health. *Social Psychology of Education*, 12(2), 233-249. doi: 10.1007/s11218-008-9079-6
- Haynes, T. L., Daniels, L. M., **Stupnisky, R. H.**, Perry, R. P., & Hladkyj, S. (2008). The effect of attributional retraining on mastery and performance motivation among first-year college students. *Basic and Applied Social Psychology*, 30, 198-207. doi: 10.1080/01973530802374972

- Perry, R. P., **Stupnisky, R. H.**, Daniels, L. M., & Haynes, T. L. (2008). Attributional (explanatory) thinking about failure in new achievement settings. *Special Issue: European Journal of Psychology of Education*, 23(4), 459-475.
- Stupnisky, R. H.**, Renaud, R. D., Daniels, L. M., Haynes, T. L., & Perry, R. P. (2008). The interrelation of first-year college students' critical thinking disposition, perceived academic control, and academic achievement. *Research in Higher Education*, 49, 513-530. doi: 10.1007/s11162-008-9093-8
- Daniels, L. M., Haynes, T. L., **Stupnisky, R. H.**, Perry, R. P., Newall, N. E., & Pekrun, R. H. (2007). Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. *Contemporary Educational Psychology*, 33, 584-608. doi: 10.1016/j.cedpsych.2007.08.002
- Hall, N. C., Perry, R. P., Goetz, T., Ruthig, J. C., **Stupnisky, R. H.**, & Newall, N. E. (2007). Attributional retraining and elaborative learning: Improving academic development through writing-based interventions. *Learning and Individual Differences*, 17, 280-290. Doi: 10.1016/j.lindif.2007.04.002
- Stupnisky, R. H.**, Renaud, R. D., Perry, R. P., Ruthig, J. C., Haynes, T. L., & Clifton, R. A. (2007). Comparing self-esteem and perceived control as predictors of first-year college students' academic achievement. *Social Psychology of Education*, 10(3), 303-330. doi: 10.1007/s11218-007-9020-4
- Haynes, T. L., Ruthig, J. C., Perry, R. P., **Stupnisky, R. H.**, & Hall, N. C. (2006). Reducing the academic risk of over-optimism: The longitudinal effects of attributional retraining on cognition and achievement. *Research in Higher Education*, 47(7), 755-779. doi: 10.1007/s11162-006-9014-7

PROFESSIONAL PRESENTATIONS

Note. Underline indicates graduate student at time of submission or presentation.

CONFERENCE PRESENTATIONS (93 coauthored not show)

- Stupnisky, R. H.**, Lariviere, V., Hall, N. C., Pekrun, R., & Salahuddin, M. (2023, April). *Developing the Faculty Research Emotions Questionnaire: Examining Emotion Origins, Outcomes, and Differences Across Diverse Groups*. Paper presented at the American Educational Research Association Conference, April 13-16, Chicago, IL.
- Stupnisky, R. H.**, Lariviere, V., & Hall, N. C. (2022, April). *STEM faculty members' self-determined motivation for research predicts publication and citation counts*. Paper at the American Educational Research Association Conference, April 22-25, San Diego, CA.
- Stupnisky, R. H.**, Chang, C., Omojiba, M. O., Amida, A., Clinton-Lisell, V., Herbert, M. J., Jaeger, J. A., Mardani, M. (2022, April). *University Faculty Motivation for Teaching and Research: A Systematic Literature Review*. Poster at the American Educational Research Association Conference, April 22-25, San Diego, CA.
- Stupnisky, R. H.**, Omojiba, M. O., Hall, N. C., & Lariviere, V. (2021, April). *How does STEM Faculty Members Self-determined Motivation relate to their Research Success?* Poster at the American Educational Research Association Conference.
- Stupnisky, R. H.**, Hutchinson, A., Pekrun, R., Hall, N. C., Wettersten, K. B., & Chang, C. (2020, April). *The Faculty Emotions for Teaching and Research Questionnaire (FETRQ): Developing and Testing Multi-item Measurement Scales*. Paper at the American Educational Research Association Conference in San Francisco, USA, April, 2020. Conference cancelled due to COVID-19.
- Stupnisky, R. H.**, BrckaLorenz, A., & Nelson Laird, T. F. (2019, April). *Does Enjoyment, Guilt, and/or Rewards Motivate Faculty Research Productivity? A Large-Scale Test of Self-determination Theory*. Roundtable presented at the American Educational Research Association (AERA) Conference in Toronto, Canada, April, 2019.
- Stupnisky, R. H.** (2019, April). *Greener Grass on the Other Side of Promotion? Faculty Well-being, Motivation, and Success across Rank*. Paper presented at the American Educational Research Association (AERA) Conference in Toronto, Canada, April, 2019.
- Stupnisky, R. H.** (2018, April). *Motivation and emotions of university faculty: Predicting teaching and research performance, stress, and well-being*. Symposium organizer (5 papers, discussant) and chair, the American Educational Research Association (AERA) Conference in New York, NY, April, 2018.
- Stupnisky, R. H.**, Hall, N. C., & Pekrun, R. (2018, April). *Pretenure faculty enjoyment, anxiety, and boredom for teaching and research: Testing predictors of success*. Paper presented at the American Educational Research Association (AERA) Conference in New York, NY, April, 2018.

- Stupnisky, R. H.,** BrckaLorenz, A., Yuhas, B., & Guay, F. (2018, April). *Faculty members' motivation for teaching and best practices: Testing a SDT-based model across institution types*. Paper to be presented at the American Educational Research Association (AERA) Conference in New York, NY, April, 2018.
- Stupnisky, R. H.,** Peterson, M. L., & Hall, N. C. (2017, April). *Pretenure faculty members' motivation for teaching and research success: Testing a model of Self-determination Theory*. Paper presented at the American Educational Research Association (AERA) Conference in San Antonio, TX, April, 2017.
- Stupnisky, R. H.,** Hall, N. C., & Pekrun, R. (2016, April). *Frustrated but enjoying it: Pretenure faculty members' emotions for teaching and research*. Paper presented at the American Educational Research Association (AERA) Conference in Washington, DC, April, 2016.
- Stupnisky, R. H.,** Hall, N. C., Daniels, L. M., & Mensah, E. (2015, April). *Testing a model of pretenure faculty members' teaching and research success: Motivation mediating established predictors*. Paper at American Educational Research Association (AERA) Conference in Chicago, IL, April 16-20, 2015.
- Stupnisky, R. H.** (2014, April). *Examining faculty members' emotions in teaching and research: Comparing ranks and correlating with success*. Poster presented at the American Educational Research Association (AERA) Conference, Philadelphia, PA, April 3-7, 2014.
- Stupnisky, R. H.,** Hall, N. C., & Pekrun, R. (2013, April). *New faculty emotions: A mixed method study*. Paper presented at the American Educational Research Association (AERA) Conference, San Francisco, CA.
- Stupnisky, R. H.,** Kartoshkina, Y., Obade, M., Weaver-Hightower, M., & Kelsch, A. (2012, April). *Exploring the factors affecting new faculty success: A mixed-methods study*. Paper presented at the American Educational Research Association, Vancouver, Canada.
- Stupnisky, R. H.,** Guay, F., Larose, S., Boivin, M., Vitaro, F., & Tremblay, R. (2011, June). *Examining predictors and consequences of students' grade 1 intrinsic motivation and academic self-concept*. Paper presented at the SELF International Conference, Quebec City, Quebec.
- Stupnisky, R. H.,** Perry, R. P., Hall, N. C., & Guay, F. (2010, June). *An intraindividual examination of first-year university students' daily perceptions of control*. Poster presented at the Canadian Psychological Association annual meeting, Winnipeg, MB.
- Stupnisky, R. H.,** Hall, N. C., Perry, R. P., & Guay, F. (2010, May). *Stability of first-year university students' perceived control: A six-month longitudinal study*. Poster presented at the Canadian Society for the Study of Education annual meeting, Montreal, QC.
- Stupnisky, R. H.,** Daniels, L. M., Haynes, T. L., & Perry, R. P. (2009, April). *Testing event characteristic and psychosocial precursors to causal search: When and which students ask why?* Poster presented at the American Educational Research Association annual meeting, San Diego, CA.
- Stupnisky, R. H.,** Pekrun, R., Hall, N. C., Perry, R. P., & Frenzel, A. (2009, April). *An examination of the stability of first-year college students' academic achievement emotions*. Poster presented at the American Educational Research Association annual meeting, San Diego, CA.
- Stupnisky, R. H.,** Renaud, R. D., Perry, R. P., & Pekrun, R. H. (2008, March). *Comparing self-esteem and perceived control as predictors of first-year college students' emotions, stress, and health*. Poster presented at American Educational Research Association annual meeting, New York, NY.
- Stupnisky, R. H.,** Haynes, T. L., Daniels, L. M., & Perry, R. P. (2007, April). *The effects of causal search on first-year college students' attributions, emotions, and academic achievement*. Poster presented at the American Educational Research Association annual meeting, Chicago, Ill.
- Stupnisky, R. H.,** Renaud, R. D., & Haynes, T. L. (2007, April). *The effects of perceived control and critical thinking on first-year college students' academic achievement*. Paper presented at the American Educational Research Association annual meeting, Chicago, Ill.
- Stupnisky, R. H.,** Perry, R. P., Hall, N. C., & Daniels, L. M. (2006, April). *A test of Weiner's precursors to causal search in a college classroom setting*. Poster presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Stupnisky, R. H.,** Perry, R. P., Ruthig, J. C., & Haynes, T. L. (2006, May). *Assisting at-risk college students: The effects of attributional retraining and causal search on motivation and academic performance*. Poster presented at the Canadian Society for the Study of Higher Education annual meeting, Toronto, ON.
- Stupnisky, R. H.,** Hall, N. C., Haynes, T. L., Chipperfield, J. G., Perry, R. P. (2004, January). *Structural equation modeling of Weiner's attribution theory in the context of attributional retraining*. Poster presented at the Society for Personality and Social Psychology annual meeting, Austin, TX.
- Stupnisky, R. H.,** Renaud, R. D., Perry, R. P., Haynes, T. L., & Clifton, R. A. (2004, April). *A longitudinal comparison of cognitive and emotional factors affecting first-year student's academic achievement*. Paper presented at the Canadian Society for the Study of Education annual meeting, Winnipeg, MB.

- Stupnisky, R. H.**, Perry, R. P., Hall, N. C., & Haynes, T. L. (2004, April). *Individual differences in attributional retraining: A longitudinal study*. Poster presented at the Western Psychological Association annual meeting, Phoenix, AZ.
- Stupnisky, R. H.**, Ruthig, J. C., Haynes, T. L., & Chipperfield, J. G. (2004, April). *Effects of causal search and attributional retraining on student achievement*. Poster presented at the Western Psychological Association annual meeting, Phoenix, AZ.
- Stupnisky, R. H.**, Hall, N. C., Daniels, L. M., Ruthig, J. C., & Clifton, R. A. (2005, April). *Self-esteem and perceived control: Comparing benefits on stress, health, and emotions*. Poster presented at the Western Psychological Association annual meeting, Portland, OR.
- Stupnisky, R. H.**, Haynes, T. L., Perry, R. P., Hladkyj, S., & Leboe, J. P. (2005, April). *What makes students think? Examining the precursors to causal search*. Poster presented at the Western Psychological Association annual meeting, Portland, OR.
- Stupnisky, R. H.**, Perry, R. P., Clifton, R. A., & Hall, N. C. (2003, May). *Self-esteem and perceived control: A longitudinal analysis of academic achievement*. Poster presented at the Western Psychological Association annual meeting, Vancouver, BC.

INVITED ADDRESSES

- Stupnisky, R. H.** (2010, February). *Lost and Found: Examining and Enhancing the Perceived Control of First-year University Students*. McGill University, Montreal, Canada.
- Stupnisky, R. H.** (2010, February). *Lost in Transition: The Importance of Perceived Control to First-Year University Students*. Université Laval, Quebec City, Canada.
- Stupnisky, R. H.** (2008, May). *The Perceived Control of College Students: Theoretically and Empirically Exploring Primary and Secondary Processes*. Universität Konstanz, Konstanz, Germany.
- Stupnisky, R. H.** (2008, April). *The Benefits of Acceptance and Adjustment: Re-thinking and Re-analyzing the Secondary Control of College Students*. Ludwig-Maximilian-Universität, Munich, Germany.

GRANTS

- \$91,735 – Hall, N. C., et al. (four co-applicants and two collaborators including **Stupnisky, R. H.**; Submitted Oct. 2019, Accepted June 30, 2020, Grant Period April 1, 2020 to March 31, 2023). *Motivation, Emotion Regulation, and Well-being in Post-secondary Faculty*. Social Science and Humanities Council of Canada, Insight Grant.
- \$347,930 – **Stupnisky, R. H.**, Hall, N. C., & Lariviere, V. (Start date 05/15/2019, 36 months). *Improving the STEM Higher Education Research Workforce: Examining Motivation as a Predictor of Faculty Research Development and Productivity* (#1853969). National Science Foundation, Science of Science and Innovation Policy Program.
- \$400 – **R. H. Stupnisky** (February 23, 2018). Improving the Measurement of Teaching and Research Emotions: Validating New Scales among Counselling Psychology Faculty. *College of Education and Human Development Mini-Grant, University of North Dakota*.
- \$1000 – **R. H. Stupnisky** (April 27-28, 2017). AERA Conference Workshops in HLM and IRT. *Faculty Instructional Development Committee (FIDC), University of North Dakota*.
- \$700 – **R. H. Stupnisky** (February 5 – 10, 2017, April 26 – May 1, 2017). Travel to AERA San Antonio and Research Collaboration at Indiana University. *College of Education and Human Development Mini-Grant, University of North Dakota*.
- \$503.60 – **R. H. Stupnisky** (April 27-28, 2017). Conference Travel Grant to AERA. *Senate Scholarly Activities Committee (SSAC), University of North Dakota*.
- \$5,000 – **Stupnisky, R. H.** (May 25, 2016). Foundation Fellow. *University of North Dakota, Alumni Association and Foundation Grant Program*.
- \$2,000 – **Stupnisky, R. H.** (May 15, 2016 to June 1, 2016). EFR 512 Educational Tests and Measurements: Building Testing and Survey Skills through Performance Tasks. *UND Office of Instructional Development (OID) Summer Instructional Development Project (SIDP)*.
- \$6,209.50 – **R. H. Stupnisky** (March 10, 2014). Developing Excellence in Student Statistical Analysis with AMOS SEM Software. *College of Education and Human Development, Technology Allocation Funding, University of North Dakota*.

- \$7,000 – **R. H. Stupnisky** (March 7, 2014). A Mixed-Method Investigation of New Faculty Members' Motivation for Teaching and Research. *UND Summer Graduate Research Professorship*.
- \$5,000 – **R. H. Stupnisky** (Jan. 23, 2014). EFR 590 Special Topics: Structural Equation Modeling. *UND Summer Programs and Events Start-Up Mini-Grant Program*.
- \$4,000 – **R. H. Stupnisky** (Aug 16, 2013 to Aug 15 2015). A Longitudinal Investigation of New Faculty Members' Success: Examining Multiple North Dakota Higher Education Institutions. *University of North Dakota, New Faculty Scholar Award*.
- \$1,750 – **R. H. Stupnisky** (May 13 to June 3, 2013). New Faculty Emotions, Motivation, and Development. *College of Education and Human Development Summer Research Professorship, University of North Dakota*.
- \$10,600 – Hunter, C., **Stupnisky, R. H.**, & Grave, S. (Feb. 13, 2013). Building Excellence in Student Qualitative Research. *College of Education and Human Development, Technology Allocation Funding, University of North Dakota*.
- \$2,432,935 - PI: Susanne P. Lajoie (McGill University), 15 co-applicants worldwide including **R. H. Stupnisky** (UND; Feb. 1, 2011 to Jan. 31, 2018). Learning Environments Across Disciplines (LEADS): Supporting Technology Rich Learning across Disciplines. *Social Sciences and Humanities Research Council of Canada, Partnership Grant*. Funding received by Stupnisky:
- \$1,276.92 CAD – **Stupnisky, R. H.** (April 1, 2015 to March 31, 2016). Supplement to Examining the Motivation and Emotions of College Students and Faculty in Synchronous Hybrid Courses. *LEADS, Social Sciences and Humanities Research Council of Canada, Partnership Grant*.
 - \$17,292.55 CAD – **Stupnisky, R. H.**, Pekrun, R., Hall, N. C. (April 1, 2014 to March 31, 2015). Supplement to Examining the Motivation and Emotions of College Students and Faculty in Synchronous Hybrid Courses. *LEADS, Social Sciences and Humanities Research Council of Canada, Partnership Grant*.
 - \$9,917 CAD – **Stupnisky, R. H.**, Pekrun, R., Hall, N. C. (April 1, 2013 to March 31, 2014). Examining the Motivation and Emotions of College Students and Faculty in Synchronous Hybrid Courses. *LEADS, Social Sciences and Humanities Research Council of Canada, Partnership Grant*.
- \$4,000 - **R. H. Stupnisky** (July 1 to Aug. 15, 2012). Developing Research Experience and Value in the Classroom: Inverting an Introduction to Educational Research Course with a Performance Task. *Summer Instructional Development Project, Office of Instructional Development, University of North Dakota*.
- \$5,000 - **R. H. Stupnisky** (Aug. 16, 2010 to Aug. 15, 2013). UND Research seed money (start-up funds). *Associate Vice President for Research and Economic Development, Associate Dean for Research and Graduate Studies College of Education and Human Development, University of North Dakota*.

COURSES TAUGHT

COURSES TAUGHT

University of North Dakota

EFR 501 – Psychological Foundations of Education (Educational Psychology)

EFR 509 – Introduction to Educational Research

EFR 512 – Educational Tests and Measurements

EFR 516 – Statistics II

EFR 523 – Structural Equation Modeling

EFR 530 – Learning Analytics

EFR 535 – Data Analytics and Visualization with R

EFR 544 – Mixed Methods Research

T&L 405 – Data Literacy for Teachers

T&L 543 – Scholarly Writing

T&L 590 – Special Topics: Motivation in Education

Laval University

AEE-7011 – Measurement of Motivation in Ed Psych (guest lecturer)

University of Manitoba

EDUA 5800 – Introduction to Educational Research

PSYC 4610 – Social Cognition (guest lecturer)

EDUA 1520 – Measurement and Evaluation

WORKSHOPS FACILITATED

May 2, 2014 Factor Analysis, UND College of Nursing & Professional Development

GRADUATED STUDENTS

DOCTORAL ADVISOR

Spring 2020: Thomas Solem - Chair

Fall 2018: Yawo Badagbo - Chair

Fall 2017: Lindsey Leker – Chair

Fall 2016: Tammy Gerszewski – Chair

Fall 2016: Eddie Walker – Chair

Spr 2016: Melissa Majerus – Chair

Fall 2015: Cathy Williams – Chair

Sum 2014: Ying Dong – Chair

Sum 2013: Masela Obade – Chair

MASTERS ADVISOR

Spr 2018: Kate Menzies

DOCTORAL MEMBER

Spring 2020: Kyle Bernhardt (Psych)

Spring 2020: Erica Goodman (Psych)

Spring 2020: Sherry Lawdermilt (HE)

Spring 2020: Richard Grove (Psych)

Fall 2019: Emily Hill – Member (EFR)

Fall 2019: Steve Westerng – Member (EDL)

Summer 2019: Emily CarstenNamie – Member (Psych)

Summer 2019: Tai Soetan – Member (HE)

Spr 2019: Katrina Eberhart – Member (T&L)

Spr 2019: Scott Klimek – Member (EDL)

Spr 2018: Sarah Crary (EDL)

Fall 2017: Karen Vanderzanden – Member (Psych)

Fall 2017: Shannon Mortrud – Member (EDL)

Fall 2016: Jacque Nyenhuis – Member (EFR)

Fall 2016: Daniel Fasteen – Member (EFR)

Fall 2016: Kelly Jones – Member (Psych)

Summer 2016: Dewitt Johnson – Member (T&L)

Summer 2016: Yuliya Kartoshkina – Member (EFR)

Spring 2016: Melissa McDowall – Member (EDL)

Fall 2015: Sarah Sletten – Member (T&L)

Summer 2015: Erin Peterson – Member (T&L)

Summer 2015: Brittany Hagen – Member (T&L)

Spring 2015: Alyssa Martin – Member (EDL)

Spring 2015: Keri DeSutter – Member (T&L)

Spring 2015: Nikolaus Butz – Member (T&L)

Sum 2014: Craig Silvernagel – Member (T&L)

Fall 2013: Andrew Knight – Member (EFR)

Sum 2013: Kevin Buetner – Member (T&L)
Sum 2013: Jocelyn Dunnigan – Member (T&L)
Fall 2012: Melissa Burgess – Member (EDL)

SERVICE

PROFESSIONAL (Department, College, University, Community service not shown)

Editorial Board Member

Journal of The First-Year Experience & Students in Transition (Jan 2013-2016)

Journal Reviewer

Higher Education
Computers in Human Behavior
International Journal of STEM Education
Review of Educational Research
Motivation Science
Studies in Graduate and Postdoctoral Education
Journal of Personality and Social Psychology
Educational Research Policy and Practice
AERA Open
Sage Open
Educational Assessment
Contemporary Educational Psychology
Learning & Individual Differences
Anxiety, Stress, Coping
Basic and Applied Social Psychology
Studies in Higher Education
Journal of Educational Psychology
Educational Psychology
European Journal of Psychology of Education
British Journal of Educational Psychology
Motivation and Emotion
Research in Higher Education
Internet and Higher Education

Conference Reviewer

American Educational Research Association
Western Psychological Association Conference
SELF international conference

PROFESSIONAL EDUCATION

June 6-10, 2022	NSF Grant Training Seminars
Jan 28, 2020	NDSU: Introduction to Power BI
May 1, 2018	Sage Webinar: A Social Science Perspective on Data Science
March 7, 2018	UND TTaDA: Creating Community in Online Courses using Blackboard
April 27, 2017	AERA Hierarchical Linear Modeling with Large-Scale International Databases
April 28, 2017	AERA Using R Software for Item Response Theory (IRT) Model Calibrations
April 24, 2015	UND Online Learning Workshop
Feb. 18 2015	UND RD&C Conflict of Interest Training
Sept. 27 2014	UND Grant Writing Workshop
Fall 2013	UND Shared Governance and Leadership Interest Group
Oct 2013	UND U2 session on Structural Equation Modeling

June 2013	UND Teaching with Technology Workshop
April 17, 2013	UND NSF CAREER Proposal Writing Workshop
Feb 6, 2013	UND Tech Trends Forum: Flipping the Classroom
April 2012	AERA Research Workshop, "Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach" (Anthony Onwuegbuzie facilitator)
Spring 2012	UND Faculty Study Seminar, "How Learning Works: 7 Research Based Principles for Smart Teaching" (Kathleen Vacek facilitator)
2011-2012	Alice T. Clark 2 nd Year Mentoring Program – UND Office of Instructional Development (Anne Kelsch facilitator)
Fall 2011	UND Faculty Study Seminar, "Academically Adrift" (Anne Kelsch facilitator)
Sept 9, 2011	Small Group Instructional Diagnostic (SGID) training
May 16-24 2011	"Teaching with Writing" course development workshop with UND Writing Center (Kathleen Vacek facilitator)
2010-2011	Alice T. Clark Mentoring Program – UND Office of Instructional Development
Sept. 15, 2010	Getting started with Blackboard - UND Center for Instructional & Learning Technologies
Sept. 11, 2010	Grant writing workshop - UND Research Development & Compliance
2005-2009	Certificate in Higher Education Teaching (CHET) <ul style="list-style-type: none">• Classes: Teaching Techniques, Online Teaching and Learning• Workshops: (1) Intercultural Communication, (2) Integrating Indigenous Knowledge Teaching Methodologies, (3) Lesson Planning: Procedures and Models for Teachers in Higher Education, (4) SEEQ Factors: Tips to Improve Academic Teaching, (5) Information Literacy: Using Libraries for Teaching• Teaching practicum: Mentor observation, lesson planning, mentor supervised teaching, student learning assessment, student evaluation

HONORS & AWARDS

W. J. McKeachie Career Achievement Award (2023) from the Special Interest Group for Faculty Teaching, Evaluation and Development of the American Educational Research Association.

- "...to recognize outstanding contributions, over a career, to the fields of faculty teaching, evaluation and development, and to SIG-FTED."

UND Foundation/McDermott Faculty Award for Excellence in Graduate or Professional Teaching (January, 2020)

Nomination for UND Outstanding Graduate Teaching Award (2018)

Rose Isabella Kelly Fischer Professorship, UND (\$30,000, 08-2018 to 07-2021). *Faculty Motivation for Teaching and Research: Predicting Productivity, Effectiveness, and Well-being*

- "The Rose Isabella Kelly Fischer Professorship Award provides supplemental funding for a faculty identified within the College of Education and Human Development (EHD) at the University of North Dakota in recognition and tribute to excellence in teaching and research. The Dean of EHD has identified that the primary purpose of the Fischer Professorship shall be to support research and scholarly activity that will promote the college mission and holds promise for external funding support."

Nomination for UND Outstanding Graduate Teaching Award (2017)

2017 Robert J. Menges Award for Outstanding Research in Educational Development (Allison BrckaLorenz, Bridget Yuhas, **Robert Stupnisky**), *Why Do We Teach? Examining Faculty*

Teaching Experiences and Motivation, Professional and Organizational Development (POD) Network

- “Peer reviewed guided by several criteria: quality of the research question, design, data analysis, and discussion of the results; alignment with the POD Network’s mission; and value to advancing the field of educational development... This award thus recognizes original research – quantitative or qualitative – that leads to systematic investigation and evidence-based conclusions that can enrich our understanding.”

Outstanding International Research Collaboration Award (2017), Technology, Instruction, Cognition, and Learning (TICL) Special Interest Group, American Educational Research Association

Nomination for UND Outstanding Graduate Teaching Award (2014)

New Faculty Scholar Award, University of North Dakota (\$4,000)

Nomination for UND Outstanding Graduate Teaching Award (2012)

Nomination for UND Outstanding Graduate Teaching Award (2011)

University of Manitoba Distinguished Dissertation Award (2010, \$3,000)

Prior to Aug. 15, 2010 (pre-UND: Total awarded \$290,150)

Social Science and Humanities Research Council of Canada (SSHRC) Postdoctoral Research Fellowship - Laval University (2009-2011, \$81,000)

University of Manitoba Graduate Fellowship (UMGF) - Doctoral (2008-2009, \$16,000)

J.S. Lightcap Award (Ranked 1st among PhD UMGF applications) (2008, \$7,600)

Social Science and Humanities Research Council of Canada (SSHRC) Canada Graduate Scholarship (CGS) – Doctoral (2005-2008, \$105,000)

Manitoba Graduate Scholarship (MGS) - Doctoral (2005-2009, \$30,000)

Paul Pintrich Memorial Award (Ranked 1st among graduate student presentations at AERA Special Interest Group: Motivation in Education) (2006, \$400)

University of Manitoba Students’ Union Scholarship (GPA in top 4% of faculty) (2005, \$750)

Canadian Psychological Association Certificate of Academic Excellence (Master’s thesis) (2005)

Manitoba Graduate Scholarship (MGS) (2004-2005, \$15,000)

University of Manitoba Graduate Fellowship – Masters (Declined to receive MGS) (2004-2005, \$12,000)

Alfred Rea Tucker Memorial Scholarship (Ranked 3rd or 4th in UMGF competition) (2004, \$2,500)

Social Science and Humanities Research Council of Canada (SSHRC) Graduate Scholarship - Masters (2003-2004, \$17,500)

University of Manitoba Students’ Union Scholarship (2004, \$800)

Western Psychological Foundation Student Scholarship (2004, \$500)

University of Manitoba Entrance Scholarship (1999, \$1,100)

PUBLIC MEDIA

- Flaherty, C. (July 29, 2019). *Professors Have Feelings, Too: New paper makes the case for paying more attention to pretenure faculty members' emotions as a key component of their -- and the institution's -- success*. Inside Higher Education. (Details Stupnisky et al., 2019).
<http://www.insidehighered.com/news/2019/07/29/new-paper-makes-case-paying-more-attention-pretenure-faculty-members-emotions>
- Cited by Academia Group Top Ten (July 30, 2019)
<https://www.academica.ca/top-ten/pretenure-professors%E2%80%9999-feelings-about-teaching-are-more-positive-their-feelings-about>
- Perri Klass (June 24, 2019). *Helping students with test anxiety*. New York Times.
<https://nyti.ms/2WYyvNE> (Colleague D. Raccanello discusses 2018 publication)
- Murphy, C. (March 5, 2019). *Future literacy: New program from College of Education & Human Development equips educators for the data age*. UND Today. <http://blogs.und.edu/und-today/2019/03/future-literacy/> (Details EFR Learning Analytics Certificate)
- Flaherty, C. (March 22, 2018). *What Motivates Good Teaching? Study of faculty motivation for teaching says intrinsic motivation and believing that teaching is important are linked to best teaching practices*. Inside Higher Education. (Details Stupnisky et al., 2018).
<https://www.insidehighered.com/news/2018/03/22/study-faculty-motivation-teaching-says-intrinsic-motivation-and-believing-teaching>
- Cited by Academia Group Top Ten (March 23, 2018)
<https://www.academica.ca/topten/20180323>
- Flaherty, C. (March 23, 2017). *New paper proposes framework for supporting pretenure faculty members' needs*. Inside Higher Education. (Details Stupnisky et al., 2017).
<https://www.insidehighered.com/news/2017/03/23/new-paper-proposes-framework-supporting-pretenure-faculty-members-needs>