

Ellen S. Goldey

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Professional Preparation

The University of the South (TN)	Biology	B.S., 1984
Miami University (OH)	Zoology	M.S., 1986
Miami University (OH)	Zoology/Ecology	Ph.D., 1991

Appointments

Professor of Biology	Wofford College	2005 - present
Associate Professor of Biology	Wofford College	2000 - 2005
Assistant Professor of Biology	Wofford College	1995 - 2000
Toxicologist	US EPA, RTP, NC	1991 - 1995
Summer Team Leader and Mentor	Milliken & Company	1998 - 2000

Publications

Science Education

Ellen S. Goldey (2004). "Disciplinary Integration: The Sciences and Humanities in Learning Communities." In *Invention and Impact: Building Excellence in Undergraduate Science, Technology, Engineering and Mathematics (STEM) Education*. AAAS Publications, p. 209-215.

Ellen Goldey and John Lane, (2008). "Meet the Creek," in *Teaching About Place. Learning from the Land*. Laird Christensen, Hal Crimmel (editors). University of Nevada Press, p. 111 – 125.

Toxicology

Zahalka E.A., D.H. Ellis, E.S. Goldey, M.E. Stanton and C. Lau (2001). Perinatal exposure to polychlorinated biphenyls Aroclor 1016 or 1254 did not alter brain catecholamines nor delayed alternation performance in Long-Evans rats. *Brain Res Bull.* 55, 487-500.

Goldey, E.S. (1998). New Angles on Motor and Sensory Coordination in Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 9, 65-71.

Goldey, E.S. and K.M. Crofton (1998). Thyroxine replacement attenuates hypothyroxinemia, hearing loss and developmental motor delays following developmental exposure to Aroclor 1254 in rats. *Toxicological Sciences*, 45, 94-105.

Synergistic Activities

Goldey has been a senior associate for SENCER (Science Education for New Civic Engagements and Responsibilities, a national dissemination program funded by NSF)

since 2002, and she was named in 2008 to serve on the leadership council to one of the five new regional centers, SENCER-South. Goldey has led seminars and workshops at each SENCER Summer Institute and upon invitation to numerous campuses nationwide. Her work with SENCER grew in part from her role as principal investigator on NSF DUE grant 0126788, "[Seeing the Big Picture: Linking the Sciences and the Humanities](#)," which has promoted disciplinary integration at Wofford and served as a model for other campuses. Recognitions leading from this work include being named Wofford's "Faculty Member of the Year" in 2004 (for the second time), the "Outstanding Educator of the Year" by the United Methodist Higher Education Foundation (2002), and the first recipient of the Roger Milliken Award at Wofford for Excellence in the Teaching of Science (2004).

Goldey is co-recipient of a collaborative, four-institution grant from the [Teagle Foundation](#) to assess the value-added outcomes of integrative programs. She was selected by the [Center for Inquiry in the Liberal Arts](#) as a member of a new cadre of "Teagle Assessment Fellows," a program that is funded through a separate grant from the Teagle Foundation, to provide consultant services to campuses to facilitate assessment activities and extend the work of the [Wabash National Study of Liberal Arts Education](#).

Goldey was the first scientist to be elected to serve on the Executive Council (2004-2006) for the Association for the Study of Literature and the Environment ([ASLE](#)), and she and Wofford English professor, John Lane, served as co-hosts for the [7th biennial ASLE conference](#), which was held at Wofford in June 2007. It was the first time the conference had been hosted in the southeast and the first time it had been held at a small liberal arts college. Over 500 international scholars, writers, and professors attended the conference.

Currently Goldey serves on the Assessment Committee at Wofford College to evaluate our general education and majors programs for desired learning and civic outcomes, work closely with IT/IR professionals to make evidence from NSSE, CLA, and other tools accessible and meaningful for professors and administrators, identify opportunities for improvement, institute innovative and supporting faculty development programming, and promote a supportive and non-threatening role for evidence-based assessment on campus.

Organized various faculty development workshops over the past six years, including a popular week-long series, "Sharing Your Cool Stuff," in which Wofford faculty members shared effective teaching/learning strategies with each other and undergraduate preceptors of learning communities. Organized numerous other faculty workshops led by external experts on 1) learning communities, 2) critical thinking, 3) new applications of educational technology, 4) classroom assessment, and 5) programmatic assessment (including NSSE and CLA).