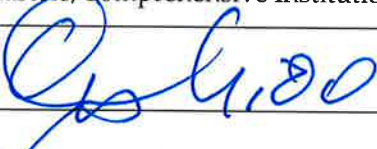


# NOMINATION SIGNATURE PAGE

2023 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Dr. Kelly Cartwright
Institution:	Christopher Newport University
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Masters/Comprehensive Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Dr. Quentin Kidd
E-mail address of President or Chief Academic Officer:	qkidd@cnu.edu
Telephone number of President or Chief Academic Officer:	757-594-8499

## **Christopher Newport University Mission Statement (Excerpts)**

The mission of Christopher Newport University (CNU) is to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia and the nation. CNU provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research.

Our primary focus is excellence in teaching, inspired by sound scholarship. . . .We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. CNU students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and commonwealth.

CNU's full mission statement can be found at: <https://cnu.edu/whoweare/mission/>

## Summary of Accomplishments

The epitome of an interdisciplinary scholar, Dr. Kelly B. Cartwright holds faculty appointments in three programs at CNU: psychology, neuroscience, and teacher preparation. Internationally known for her cutting-edge research on the neurocognitive bases of literacy processes, she has national and worldwide influence. From her invited lecture at the United States Department of Education's 2021 [Reading Summit](#) to address declining reading performance in US schools to her work with PBS Kids and Children's Television Workshop guiding development of media programming in literacy and cognitive skills for children across the globe, Dr. Cartwright fulfills CNU's mission to provide educational and cultural opportunities that benefit residents of Virginia and the nation. Inspired by investments of time and wisdom from her own mentors, Dr. Cartwright is passionate about developing new scholars by enriching their learning with discovery at every turn. Nearly 3 million dollars in research funding provide opportunities for knowledge integration via student involvement in nationally recognized research. Indeed, of Cartwright's 67 publications (including 4 books), 18 include student coauthors, and of her nearly 200 research presentations, over 70% include student coauthors. Cartwright infuses research into practice. Invited workshops and keynotes for practitioners across the US (and in over 20 localities in Virginia) place her work into the hands of individuals who can use it. Recognized in 2022 with CNU's highest faculty honor, *the Alumni Society Award for Excellence in Teaching and Mentoring*, Cartwright is a paragon of CNU's mission of excellence in teaching, inspired by sound scholarship.

### ***Excellence in Teaching***

Dr. Kelly Cartwright is a beloved professor who earns top marks in first-year to graduate courses. The model of an enthusiastic scholar who truly loves her craft, Cartwright is an inspiring educator whose teaching is ever-informed by her research. Across 24 years at CNU, her evaluations have been consistently high in comparison to peers, with a mean rating of 4.8/5.0 (5.0 = High; national mean = 4.2/5.0) on *Excellence of Teacher*. Since 1998, she has taught over 4500 students from first-year to graduate levels in 18 courses (12 of which she designed for CNU) across 10 programs: the undergraduate Childhood Studies, Honors, Liberal Arts Core, Linguistics, Neuroscience, Psychology, Teacher Preparation, and Writing Intensive programs; and the Master of Arts in Teaching and Master of Science in Psychology programs.

Dr. Cartwright advises her students to select a career path that they love, and she clearly loves hers! The recipient of multiple teaching awards, students at all levels consistently comment on her enthusiasm, characterizing Cartwright as a demanding professor who genuinely cares about her students' success. As described by a student in her introductory psychology course: "She brings such an enthusiasm, I am always excited to go to class. While this is an introductory course, I have seen students in my class shift from not caring to caring a good bit. I sit in the back but feel like I am sitting in the front row. She never fails to engage us all in the 100-person lecture hall. I love that I can see her passion for the subject and how encouraging she is to get us involved." Likewise, attendees in her high-demand workshops around the country rave about her engaging instruction, ability to explain complex concepts, and transferable applications for practitioners. Dr. Cartwright's exceptional teaching has also earned accolades from her university peers, evidenced by her continuous appointments (since 2016) as a *Model Teacher* and a *Peer Evaluator* for CNU's Center for Effective Teaching to support her colleagues' teaching development.

Dr. Cartwright's passion for educating and mentoring new scholars infuses her teaching inside and outside the classroom, twice earning her the *CNU Class of 2013 Faculty Development Award* for excellence in student mentoring and service to the campus community (2015, 2021). CNU is "committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values." Accordingly, students who benefit from Cartwright's tutelage exemplify this commitment, such as Kristina Dandy, PhD (CNU, 2005; Professor of Psychology at Georgia

College) who wrote, “within the classroom, Dr. Cartwright creates a challenging academic environment, allowing students to realize their full potential. Outside the classroom, Dr. Cartwright is an inspiration. She challenged the way I think and process information, not just scientifically, but in all aspects of life. From her, I learned how to be ‘critically open-minded.’ In having her as a mentor, I couldn’t help but strive for excellence, rising to the challenges and coming out successful. To know Dr. Cartwright is to know that for her, teaching is synonymous with caring.”

Named a *Pillar of CNU* by the Christopher Newport University Alumni Society (2021) because she made such an impact while CNU’s alumni were students that they could not imagine their time at CNU without her, Dr. Cartwright’s is a lifetime mentor with long term impacts, as noted by Elizabeth August (CNU 2008, Dutrow Elementary Teacher of the Year, 2019), who said “I look back and am so thankful for the opportunities given by Dr. Cartwright. I was able to work alongside other great students and learn so much about reading and research. Spending those years in her lab took my college experience to another level and shaped me into the professional I am today.” Dr. Cartwright’s students stay in touch, benefitting from her mentoring beyond their time at CNU. As Kathleen Cracknell (CNU 2016; 2<sup>nd</sup> year PhD student at Rutgers) wrote: “Since graduating from CNU, I have worked alongside dozens of professional academics from a multitude of universities. Despite my growing connections, I consistently choose to reach out to Dr. Cartwright for support or guidance. She provides an unmatched ability to convey knowledge, relate to others, and celebrate alongside her students and colleagues.” Cartwright’s students benefit from her mentoring in tangible ways: they have been awarded competitive, paid internships at Eastern Virginia Medical School and the National Institutes of Health; have received \$24,400 in student research grants; and have been accepted into prestigious graduate programs across the country.

### ***Excellence in Discovery***

Though CNU’s primary mission is teaching, that teaching should be “inspired by sound scholarship” that “provides opportunities for student involvement in nationally and regionally recognized research.” Accordingly, Dr. Cartwright has developed an international reputation for her groundbreaking work at the intersection of multiple disciplines and has involved CNU students in every facet of that work. As Nicklas Phillips (CNU 2021; MS student at JMU) noted, “Dr. Cartwright involved me right from the start, not only in the implementation and analysis of data, but also the design and development of the study. Her mentorship has greatly expanded my knowledge of research, my creative abilities, and provided me with the skills I need to succeed in graduate studies.” Nicklas will soon complete his MS and move on to pursue a PhD.

Leaders in the field applaud Cartwright’s innovative, interdisciplinary work. Dr. Cartwright “has brought to the field a new perspective. Few researchers can make that claim. She has challenged us to look at the brain with a new lens and to re-evaluate past research results...Her work is truly cutting edge.” (Cathy Block, PhD, Former Board Member of the International Literacy Association). Dr. Cartwright is a prolific researcher (with more than 24,000 reads and a Research Interest Score of over 718, higher than 91% of [ResearchGate](#) members) who has successfully placed her work in both scholarly and practitioner outlets to foster translational application of research to practice. Examining reading processes through a neurocognitive lens, she wrote the first (and only) comprehensive text on executive function skills (higher-order mental skills, associated with frontal lobe functioning in the brain, that enable self-regulated goal-directed behavior) and reading, recently translated into Swedish, and soon to be published in a 2<sup>nd</sup> edition in February 2023. By pushing the boundaries of multiple disciplines, Cartwright discovered a reading-specific executive function skill, graphophonological-semantic cognitive flexibility (GSF), that reflects individuals’ ability to mentally manage and switch between multiple key aspects of printed words while reading, such as letter-sound information and meaning. This GSF skill plays a critical role in reading comprehension across the lifespan and across multiple languages. Scholars in Chile, China, Denmark, France, and Turkey have adapted or translated

her GSF task, and an *Oxford Research Fellowship in 2007* fostered collaboration with peers who computerized her task for use with British children. Over \$2.7 million in collaborative federal grant funding to study executive function skills in English Learners, who struggle with English reading comprehension, attest to the import of her work.

Passionate about improving lives through research, Cartwright believes translational work that places research into the hands of users is an essential responsibility of the academy. She thus involves K-12 teachers as co-researchers and coauthors, mentoring them in application of research to practice. For example, she developed a GSF-based intervention that improves reading for struggling students. That is, Cartwright's innovative intervention, for which she earned the 2013 *Copper Black Award for Creative Achievement from the MENSA Education and Research Foundation*, literally changes the way children think about print to improve their reading.

### ***Excellence in Knowledge Integration***

As an interdisciplinary scholar, knowledge integration characterizes all facets of Dr. Cartwright's work, meeting CNU's commitment to "benefit CNU students, the residents of the Commonwealth of Virginia and the nation," such as working with K-12 staff at venues across the US; working with research centers on both US coasts; and advising education powerhouses Amplify Education, Inc., Curriculum Associates, PBS Kids, and Children's Television Workshop on projects that place cutting edge neurocognitive research into classrooms and homes worldwide. With faculty appointments in three programs, cross-disciplinary knowledge enriches Cartwright's courses, like a 400-level *Cognitive Development* course with laboratory (psychology and neuroscience); *Advances and Applications in Executive Functioning* (neuroscience capstone), and *Reading Acquisition and Development* (graduate course for pre-service teachers). A reading field experience lab course Dr. Cartwright designed with K-12 colleagues integrates teaching, discovery, and service by training CNU students to implement research-based interventions for struggling readers in local schools, which garnered Newport News Public Schools *Volunteer Service Awards* in 2005 and 2006 for the service provided through this course.

Cartwright's passion for improving lives through research epitomizes knowledge integration and exemplifies CNU mission-central "leadership...and service that shapes the economic, civic, and cultural life of our community." For example, to counter pervasive, overly simple models of reading, Cartwright and a colleague developed comprehensive models of reading to shift public thinking and convey the complexity of reading to various stakeholders: practitioners, parents, and legislators. These models earned high praise from the editors of the world's top scholarly and practitioner journals in reading, who wrote: "[they] push the potential boundaries that simple models of reading may create" and "provide practitioners with a new model built from current understandings that can better inform their instruction to support more effective reading." These models have recently been incorporated into training materials for the International Dyslexia Association, and in Ireland, Romania, and England underscoring Cartwright's worldwide reach.

As with her teaching and discovery, Dr. Cartwright's knowledge integration is energized by her passion for mentoring others in application of research throughout the Commonwealth and beyond. She translates research to practice: over 120 invited talks, workshops, and keynotes for practitioners have placed her work into the hands of teachers who can use it in over 20 localities in Virginia. Beyond Virginia, Cartwright has worked with educators in 17 states, from New York to California, as Plenary Speaker for The Dyslexia Foundation's conference on Executive Function and Reading at UCLA (2019), as Plenary Speaker for the 34<sup>th</sup> annual International Learning Differences Conference at Harvard Graduate School of Education (2019), and as Plenary Speaker for the International Literacy Association's Teaching Edge series (2017). Invited media presentations have provided an even broader platform to share her scholarship with a wide audience, such as invited blog posts for George Lucas Educational Foundation's [Edutopia](#). She



was honored to address the nation's educators in June 2021 when, by invitation, she presented at the US Department of Education's [Reading Summit](#) to "to address one of the most important issues confronting American education today: the declining reading performance of America's lowest-performing readers and the growing gap between low and high performing students."

### ***Excellence in Service***

Cartwright's passion for integrating discovery into practice also extends to her service. A founder of CNU's Undergraduate Research Council and CNU's annual *Paideia* student research conference that in its 20<sup>th</sup> year has grown by nearly 600%, Dr. Cartwright's work institutionalized a culture of undergraduate research that is now the cornerstone of CNU's Quality Enhancement Plan, making undergraduate research—the active integration of discovery into teaching and learning—the center of CNU students' experience. Cartwright also played significant leadership roles in the development of CNU's award-winning Liberal Arts Core curriculum (the only comprehensive revision of the curriculum since CNU's founding) and the interdisciplinary Master of Arts in Teaching Program (MAT) whose students uniformly exceed state benchmarks, providing highly qualified teachers for Virginia. Moreover, as Department Chair, she facilitated Psychology's transition into the College of Natural and Behavioral Sciences and CNU's 21<sup>st</sup> century integrated science center that houses Biology, Chemistry, Neuroscience, and Psychology, providing opportunities for cross-disciplinary teaching and scholarship for CNU students and colleagues.

Cartwright leverages her interdisciplinary expertise to serve the community, commonwealth, and nation. For example, for Smart Beginnings of the Virginia Peninsula (SBVP), she was key in devising an early literacy GIS mapping project to identify regions in Newport News where children experience 'literacy deserts' (i.e., no access to books) to serve local needs. At the state level, Cartwright served review panels for the 2021 ETS Reading Assessment for Virginia teachers and the 2010 revision of the Virginia Standards of Learning (SOL) in reading. Furthermore, she worked with Virginia's Joint Legislative Audit and Review Commission (JLARC) and Senator John Miller (D) on the 2011 statewide study of 3<sup>rd</sup> grade reading, resulting in legislation to support reading instruction for Virginia students. Senator Miller wrote that Cartwright's "testimony before the General Assembly was crucial to getting the study approved. Her service to the Commonwealth to improve the reading scores of our students has been outstanding." Finally, Dr. Cartwright has integrated her scholarly expertise in service to the nation and world on the Literacy Research Association's Board of Directors, as Cognition Panel Co-Chair for the Society for Research in Child Development, on the Experts Panel for [Dydistinct Magazine](#) (for dyslexic individuals and their families), and on the Editorial Boards of the *Journal of Adolescent and Adult Literacy* and *Learning and Individual Differences*. Dr. Cartwright's service and leadership exemplify CNU's mission to "benefit CNU students, the residents of the Commonwealth of Virginia and the nation."

### ***Summary***

In the words of Dr. Richard Summerville, Past Provost of CNU, "At the bottom line, it is difficult to overstate the order of excellence which surrounds and characterizes Kelly Cartwright's professional life. She is a natural teacher and mentor. Her students not only excel in their coursework; but, under her guidance, significant numbers of them – as undergraduates – become researchers in psychology and present their work at professional meetings around the country. She is an outstanding citizen of the University community who has played an increasingly central role in its remarkable transformation...Her professional life has brought her the highest order of respect from her peers in her discipline, the highest order of affection and appreciation from her students, and the highest order of gratitude from her University. Her candidacy for the [SCHEV] Outstanding Faculty Award is singularly compelling – a fitting recognition of uniformly excellent service to her University, to her profession, and to the Commonwealth."

## Personal Statement

**Words matter. Just as words capture and record thoughts, each day is a record of our values. So, let me tell you about my day.** Today, two students asked me to be the faculty sponsor for a Taylor Swift fan club. You may wonder how Taylor Swift is relevant to the topic of this packet, and I'll come back to that. Before I received that note, I taught two classes of first-year to senior-level students with diverse majors from across the university. Then, I met with a colleague and a team of undergraduate research assistants (sophomores to seniors) with whom I'm investigating the neural basis of my GSF task (described previously) using EEG technology. These students have worked on this project from its inception, and will soon be applying EEG caps to research participants' heads to study what the brain does as it flexibly integrates letter-sound and meaningful aspects of printed words. Afterward, I stayed behind to touch base with my CNU-funded Research Apprentice, a sophomore who joined my team in the fall of his very first year at CNU. We agreed that he will lead a research presentation at a conference in January 2023. Then, we talked about his growth in the lab since his first year, and I was thrilled to see how his confidence and knowledge had grown as he looked forward to taking more responsibility. **These kinds of growth experiences are the reasons I do what I do.**

I'm the product of a Virginia education and am honored to give back to the educational systems that shaped my academic journey. Even before I set foot in my kindergarten class at Beulah Elementary in Chesterfield County, I was intensely interested in how words worked. I fondly remember playing language games with my family, dissecting and rebuilding the internal structures of words (e.g., turning *meatloaf* into *moatleaf*) and all the giggling that ensued. I exhausted my parents with constant pestering to decipher every word I saw: "*Mommy, what does D-A-N-G-E-R spell?*" As I grew, I read voraciously, eventually getting into trouble for stealthily reading books in my lap during class. **Yet, I took a circuitous route to academia.** Like many of my students, I didn't know much about higher education. I am one of a handful of folks in my family to go to college and the first in my family to pursue a PhD. Nevertheless, my family always valued words. My great-grandfather, a farmer by trade, was *always* reading and wrote in a journal every day of his adult life. It is from these journals, entrusted to me by my grandfather, that I drew the inspiration for this essay. As designated keeper of these treasured family words, I understood that words matter. They teach us things. They record our thoughts just as our days record our values. **I've made a career of studying words.**

Like many of my students, I didn't connect my interests to possible career paths. I entered Virginia Tech as a pre-vet student, absolutely certain that I was going to be a veterinarian. When I took my first psychology course and learned that I could study how language and cognition relate to brain processes, I was hooked! **Caring faculty involved me in their research labs, preparing me for a discovery-based career and modeling the kind of mentorship to which I aspire.** Fast forward to a cognitive psychology class where I learned about the twin roles of bottom-up and top-down processing in reading and first wondered how the brain managed to integrate those seemingly opposing tasks. I have built a career answering that question, with important implications for practice. I completed a B.S. in psychology, a minor in biology, and a Ph.D. in experimental psychology with emphases in cognitive development and neuroscience. This interdisciplinary training equipped me for my ideal faculty work, which integrates knowledge across disciplines, into practice, and into public service.

As a faculty member at a primarily undergraduate public university, I take seriously my obligation to serve my students and the community by building bridges from discovery to practice within the CNU classroom, in mentoring relationships with students beyond the classroom, and in service to the CNU community and beyond. Research in self-determination guides my **educational philosophy**: individuals are motivated to grow, learn, and achieve when they have a sense of competence, autonomy, and connection to others. My work with students and **my words to students—inside and outside the classroom—equip them** with a sense of

*competence* because of the knowledge they master in my courses and lab, *autonomy* as they gradually develop skills and expertise, and *connection to others* as members of my classroom, lab team, and the broader academic community. To do this, I meet students where they are. I help them identify and refine their interests. I find out where they want to be after they leave CNU. Then, I do everything I can to help them get there. I individualize their experiences in my classroom and lab so that they can identify and pursue their goals. And, I use my words to tell them about the circuitous route that I took in my own academic journey, so they can see themselves in my experiences. The words of a 2022 CNU graduate beautifully illustrate the transformative power of such mentoring: “I initially came to Dr. Cartwright as a pre-med student looking to get neuroscientific research experience but what I actually gained was so much more. Oftentimes I was quite uncomfortable with these tasks at first, but...although she challenged me technically and intellectually, I never felt like I was drowning because instead she provided an environment optimal for growth...Dr. Cartwright has played such a critical part in my journey as an undergrad. Without her, I would not know or understand myself, my potential, and my aspirations as well as I currently do, nor would I have the tools to make my dreams a reality.”

Central to CNU's mission and to my work is addressing important societal problems by building bridges between discovery and practice. A recent [Forbes article](#) highlighted the enormous economic cost of illiteracy in the U.S. (\$2.2 Trillion!). Over half of U.S. adults, and two thirds of 4<sup>th</sup>-12<sup>th</sup> graders cannot read proficiently. Yet, literacy drives economic advancement, health, and a host of other crucial life outcomes. **Words matter. They provide access to key life outcomes.** Thus, I am passionate about understanding what makes reading work and why it doesn't for some individuals. That's why I developed accessible models of reading that counter pervasive overly simplistic views, which have been met with high acclaim by scholars and practitioners alike. Scholarship in a silo has never been my objective. I've often said to students and colleagues that for me, there is no point in conducting research unless my findings can benefit the broader community, like the readership of [Dydistinct Magazine](#), for which I write and serve on the Experts Panel or the classroom teacher who said I “captured 'her kids' so well in [my] writing...she hasn't been this energized about having hope for her kids in a long time—all because of [me], [my] research and the way [I] spelled it out so well for teachers to put into action.” **Again, words matter, as tools to integrate knowledge into practice, share findings, and improve lives.**

I began this personal statement by emphasizing that words record our thoughts, just as days record our values, and I shared a bit of my day to illustrate my values for integration across faculty roles as I work to foster students' growth, such as that of Allison Bock (CNU 2007). Allison entered my research lab as a sophomore, grew immensely as a scholar, and published her first refereed article with me before she graduated CNU! Though she initially aspired to be a K-12 teacher, Allison went on to earn a PhD (I served on her dissertation committee), and we published four additional research articles together. She now serves the commonwealth as Program Evaluation Specialist for Virginia Beach Public Schools and writes “I continue to use the skills I learned from Dr. Cartwright many years ago. I also continue to rely on her as my mentor...Although it has been many years since I worked in her research lab, she has continued to have a significant impact on my career and life.” You might be wondering how all of this relates to Taylor Swift. The students who approached me today to be faculty sponsor for the Taylor Swift fan club are first-year students in my 95-student introductory psychology class who have only been at CNU for three weeks! Did I say yes? You bet! Just as with Allison's initial work in my lab as a sophomore, my affirmation of these students' endeavors will foster their developing *autonomy*, imparting confidence to support future growth in new directions. My words in class and in the research lab convey *connection and care* for students in my academic community, so they feel comfortable seeking my support. Just as I did with Allison, I look forward to supporting these first-year students as they continue on their academic journeys. These examples illustrate the power of words to shape and inspire growth. **I am grateful for my faculty role at CNU that allows me to continue to study words and to use them in service to my students, my community, my commonwealth, and the world.**



## Abbreviated Curriculum Vitae

**EDUCATION:** Ph.D. (1997), M.A. (1995), Experimental Psychology, University of Arkansas, Fayetteville, AR; B.S. (1989), Psychology (minor: Biology), Virginia Tech, Blacksburg, VA

**ROLES AT CNU:** Professor of Psychology, Neuroscience, Teacher Preparation (2011-present); Psychology Department Chair (2010-2013); Associate Professor (2004-2011); Director of Graduate Studies (2007-2010); Associate Provost (2007-2009); Assistant Professor (1998-2004)

**TEACHING & MENTORING HIGHLIGHTS:** Taught over 4500 students at CNU in 18 unique courses; mentored 160 students in research in 120 presentations, 5 won awards; published 18 works with student coauthors; sponsored 18 funded student research grants (\$24,400); chaired 3 master's theses, served on 19 other master's committees and 2 dissertation committees.

### SELECTED HONORS AND AWARDS:

2022 CNU Alumni Society Award for Excellence in Teaching and Mentoring  
2021 Named a *Pillar of CNU*, Christopher Newport University Alumni Society  
2021 Selected by *Spotlight Hampton Roads* as a [Woman of Note](#)  
2021 CNU Class of 2013 Faculty Development Award, for excellence in mentoring and service  
2016-2022 Peer Mentor and Model Teacher for CNU's Center for Effective Teaching  
2015 CNU Class of 2013 Faculty Development Award, for excellence in mentoring and service  
2015 Inducted into *Alpha Phi Omega*, Service Fraternity  
2014 Inducted into *Nu Rho Psi*, Neuroscience Honor Society  
2013 *Copper Black Award for Creative Achievement* MENSA Education & Research Foundation  
2011 Inducted into *Delta Kappa Gamma* International Honor Society for Key Women Educators  
2008 Inducted into *Omicron Delta Kappa* National Leadership Honor Society  
2007 *Oxford Research Fellowship*, Harris Manchester College, Oxford University  
1997 *Lynn Waite Dunlap Creativity Prize and Award for Research*, University of Arkansas  
1996 *Roland H. Waters Teaching Award*, University of Arkansas

### SELECTED RESEARCH:

**Publication Highlights:** 67 works, including 40 refereed articles, 5 handbook chapters, 10 book chapters, 3 authored books, and 1 edited book, which was nominated for the *Ed Fry Book Award*

**Selected Refereed Articles** (\* indicates student co-author, † indicates practicing teacher)

1. **Cartwright, K. B.**, Taboada Barber, A., & \*Archer, C. J. (2022). What's the difference? Contributions of lexical ambiguity, reading comprehension, and executive functions to math word problem solving in linguistically diverse 3rd to 5th graders. [Scientific Studies of Reading](#).
2. Duke, N. K., & **Cartwright, K. B.** (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. [Reading Research Quarterly](#), 56, S25-S44.
3. Taboada Barber, A., **Cartwright, K. B.**, Klauda, S. L., & Hancock, G. R. (2021). Beyond the simple view of reading: The role of executive functions in emergent bilinguals' and English monolinguals' reading comprehension. [Reading Research Quarterly](#), 56, S45-S64.
4. **Cartwright, K. B.**, Bock, A. M., †Clause, J. H., \*†Coppage August, E. A., \*Saunders, H. G., & †Schmidt, K. J. (2020). Near- and far-transfer effects of an executive function intervention for 2<sup>nd</sup> to 5<sup>th</sup> grade struggling readers. [Cognitive Development](#)
5. **Cartwright, K. B.**, Lee, S. A., Taboada Barber, A., \*DeWyngaert, L. U., \*Lane, A. B., & \*Singleton, T. (2020). Contribution of executive function and intrinsic motivation to university students' reading comprehension. [Reading Research Quarterly](#), 55, 345-369.
6. **Cartwright, K. B.**, Marshall, T. R., & \*Hatfield, N. A. (2020). Concurrent and longitudinal contributions of a brief assessment of reading-specific executive function to reading comprehension in first and second grade students. [Mind, Brain, and Education](#), 14(2), 114-123.

7. **Cartwright, K. B.**, & Duke, N. K. (2019). The DRIVE model of reading: Making the complexity of reading accessible. *The Reading Teacher*, 73(1), 7-15.
8. **Cartwright, K. B.**, Marshall, T. R., †Huemer, C. M., & †Payne, J. B. (2019). Executive function in the classroom: Cognitive flexibility supports reading fluency for typical readers and teacher-identified low-achieving readers. *Research in Developmental Disabilities*, 88, 42-52.
9. **Cartwright, K. B.**, †Bock, A. M., †Coppage, E. A., †Hodgkiss, M. D., †Nelson, M. I. (2017). A comparison of cognitive flexibility and metalinguistic skills in adult good and poor comprehenders. *Journal of Research in Reading*, 40, 139-152.
10. **Cartwright, K. B.**, †Coppage, E. A., †Lane, A. B., †Singleton, T., Marshall, T. R., & †Bentivegna, C. (2017). Cognitive flexibility deficits in children with specific reading comprehension difficulties. *Contemporary Educational Psychology*, 50, 33-44.
11. **Cartwright, K. B.** (2012). Insights from cognitive neuroscience: The importance of executive function for early reading development & education. *Early Education & Development*, 23, 1-13.
12. **Cartwright, K. B.**, Marshall, T. R., †Dandy, K., & †Isaac, M. C. (2010). The development of graphophonological-semantic cognitive flexibility and its contribution to reading comprehension in beginning readers. *Journal of Cognition and Development*, 11, 61-85.
13. **Cartwright, K. B.** (2007). The contribution of graphophonological-semantic flexibility to reading comprehension in college students. *Journal of Literacy Research*, 39, 173-193.
14. **Cartwright, K. B.** (2002). Cognitive development and reading: The relation of reading-specific multiple classification skill to reading comprehension in elementary school children. *Journal of Educational Psychology*, 94, 56-63.

**Books** (\* indicates CNU student co-author, † indicates practicing teacher)

1. Cartwright, K. B. (2023). *Executive Skills & reading comprehension* (2<sup>nd</sup> edition). NY: Guilford.
2. Cartwright, K. B. (2015). *Executive skills & reading comprehension*. NY: Guilford.
3. Cartwright, K. B. (2010). *Word callers: Small-group and one-to-one interventions for children “read” but don’t comprehend*. NY: Heinemann. (\*†Elizabeth Coppage coauthored Chapter 3)
4. Cartwright, K. B. (Ed.) (2008). *Literacy processes: Cognitive flexibility in learning and teaching*. NY: Guilford Publishing. (\*Marisa Isaac & \*†Melinda Hodgkiss coauthored Chapter 8)

**Funding** (External: \$2,785,497.48, Internal: \$16,984.95, Sponsored Student Grants: \$24,400)

1. Co-PI, *Project CLIMB: Capturing Language Immersion Benefits*; U.S. Department of Education (R305A190452); 2020-2024; \$1,400,000
2. Co-PI, *Cognitive & Motivational Contributors to Reading Comprehension in English Learners & English Monolinguals*; U.S., Department of Education (R305A160280); 2016-2020; \$1,399,985

**SELECTED PUBLIC AND CNU SERVICE:**

- 2022-** Advisor for Curriculum Associates Inc. on development of K-8 reading curricula
- 2022-** Cognition Panel Co-Chair, Society for Research in Child Development
- 2021-** Expert Panel Member, *Dystinct Magazine* for dyslexic individuals and their families
- 2021** US Dep’t of Education, Invited Speaker, National Reading Summit
- 2021** Virginia Dep’t of Ed., Review Panel for ETS Reading Test for Virginia Teachers
- 2020-** CNU Budget Advisory Committee (appointed by the University President)
- 2020-** Advisor, PBS Kids/Children’s Television Workshop
- 2017-2020** Consultant, Amplify Education, Inc. on software to improve reading skills
- 2013-2016** Literacy Research Association, Executive Board & Ethics Committee Chair
- 2011-2015** Virginia College Reading Educators, President (through 2013) & Past President
- 2011-2013** Advisor for Virginia’s Study of 3<sup>rd</sup> Grade Reading and Subsequent Legislation
- 2010-2013** International Literacy Association Professional Standards & Ethics Committee
- 2003-2010** CNU Teacher Preparation Council (TPC); (2005-2007, TPC Steering Committee)
- 2002-2006** CNU Faculty Senate / **2002-2004** Task Force on CNU Curriculum Revision
- 2001-2004** Inaugural Co-Chair, CNU Undergraduate Research Council

### Letters of Support (Excerpted)

**Quentin Kidd, PhD, Provost, CNU:** In its totality, Dr. Cartwright's record epitomizes a SCHEV OFA winner. She is, in my estimation, the archetype of the 'teacher-scholar'...In keeping with Boyer's model, her work is not confined to the campus. She is active in her local community, across the Commonwealth of Virginia, and across the nation advising on issues related to literacy ... All of this contributes mightily to her teaching, which is award winning.

**Adelia Thompson, Interim President, CNU:** She is a leader on campus in so many ways. The quality of her teaching and mentoring is extraordinary, in fact, it is outstanding! And her compassion, kindness and genuine personal approach to every class, every student and her colleagues across the board make her a model of all that we hold dear at [CNU] ...I have immense respect and appreciation for Dr. Cartwright. It is an honor to offer my full and enthusiastic support and know that the term "Outstanding Faculty" is a fitting description for her.

**The Honorable Paul S. Tribble, Chancellor, CNU:** Dr. Kelly Cartwright is truly an outstanding member of the CNU faculty...She has played instrumental roles in the dramatic transformation of CNU to a premier liberal arts and sciences university...Dr. Cartwright has had a hand in shaping the future of CNU in myriad positive ways...Kelly's integration of teaching, scholarship, service, and leadership in the community and Commonwealth is a model for CNU's faculty and the epitome of what it means to be an outstanding faculty member at a top liberal arts institution.

**David C. Doughty, PhD, Provost Emeritus, CNU:** I have worked with Dr. Cartwright for over twenty years...on the faculty senate, as senior administrators, as Dean and Department Chair, and, most recently, as Provost and senior faculty member. In all endeavors I have found her to be a creative thinker, an indefatigable worker and an engaging collaborator. Her sterling teaching, inspired by impressive scholarship, embodies CNU's mission and is a credit to the university. [She] is already one of the Commonwealth's best, and I am honored to support her nomination.

**Timothy R. Marshall, PhD, Psychology Chair, CNU** Dr. Kelly Cartwright is a distinguished colleague, scholar, and educator. Her renowned research in literacy...informs her teaching...She has served a transformational role in the Psychology Department and inspires others... [She] stands out as an exemplary role model for students, faculty, and community. I enthusiastically and without reservation endorse Dr. Cartwright for the SCHEV Outstanding Faculty Award.

**Nicole R. Guajardo, PhD, Dean, CNU College of Natural and Behavioral Sciences:** Dr. Kelly Cartwright is a truly outstanding faculty member...an engaging professor...a highly effective mentor outside of class...an exemplary scholar...nationally recognized for her work on reading comprehension...I have always been impressed and inspired by her ability to make her scholarly work accessible to practitioners...she has built a solid bridge between scholarship and application. [She] is truly committed to using her expertise to make a difference in her field and the world.

**Douglas Gordon, PhD, Former Dean, Professor Emeritus:** What strikes me about...Dr. Cartwright is...the extraordinary quality and quantity of her...scholarship, her absolutely sterling teaching evaluations, the number of different courses taught with skill and caring at all levels, her capacity to engage...students in high quality undergraduate research, her ability to link research to teachers and children in the public schools, her...service on vitally important committees, her...awards and scholarly honors...She has had an enormously positive impact on the transformation of academic life...at [CNU]. I am honored to support her nomination.

**Laura Beller, Director, Virginia Department of Education (VDOE), Training & Technical Assistance Center-ODU:** Dr. Cartwright's research...has offered participants in her high demand workshops a new perspective for working with struggling students whose executive functions affect their ability to make meaning from text. Teachers leave her sessions with a new pedagogical perspective and report that they have received a key to inform their instruction. Dr. Cartwright is a credit to her field, her university, and to the Commonwealth...She truly makes a difference in the lives of her students and the children of Virginia. I'm proud to be associated with her excellent work, and am honored to recommend her [for the SCHEV] Outstanding Faculty Award.

**Ana Taboada Barber, PhD, Professor, University of Maryland:** Our federally-funded research has particularly benefited from Dr. Cartwright's combined expertise in the fields of cognitive psychology and literacy...[without which] we would not have moved forward...in the direction of exploring how cognitive factors affected the reading processes of Dual Language Learners, a population at risk in our nation's schools...Dr. Cartwright's work habits embody true collaboration: She is a magnificent team player--always generous in her mentoring of others, extremely adaptable...a true problem solver, and a great communicator who knows how to pose questions that matter to science as well as the reality of classrooms.

**Irene Gaskins, PhD, Head of School Emeritus, Benchmark School, Media, PA:** Dr. Cartwright's work came to my attention...when one of my colleagues, then editor of the *Journal of Educational Psychology*, suggested that I attend a talk that was being given...by "one the field's future stars." [He] shared that he had been following Dr. Cartwright's work and felt she had a lot to contribute to the field...By the end of [the] talk, I was in full agreement...Here was a scholar who was extremely bright and creative who could help the field of reading better integrate knowledge of how the brain works with the processes employed when children learn to read words and understand text—and she was well on the way to doing this already! I admire her willingness to think outside the box and take the risk to push the field of reading forward. She is definitely a dynamo who is making her mark. I am delighted to support this outstanding woman for this award.

**Erika Lopez (CNU Neuroscience, 2016):** Dr. Cartwright is an engaging and dedicated educator who takes an interest in each student's personal and academic development. I am immensely thankful for the skills in critical analysis and experiences in research...she provided. Most importantly as a mentor, she is supportive of my goals, a sounding board for my apprehensions, and has pushed me to try to become the best version of myself. Dr. Cartwright is passionate about her profession and I can think of no professor who is more deserving of this award.

**Elizabeth Coppage (CNU Psychology, 2008; MAT, 2009):** It is with great pleasure that I support Dr. Cartwright's nomination. She has been an extremely influential figure in my undergraduate career. My work in her research laboratory has exposed me to numerous opportunities for which I will be forever grateful... Her guidance and expertise in Psychology and Teaching have been indispensable in my journey to success in these fields. Not only is Dr. Cartwright an outstanding faculty member, but she is also an outstanding mentor who is without a doubt worthy of being recognized for her accomplishments and character.

**Kennedy O'Donnell (CNU Neuroscience, 2016):** Dr. Cartwright [was] integral to my academic success and I give her much credit for where I am today...She encouraged positivity, creativity, and hard work in the classroom and...knew that a good class was collaborative- a place where students were part of a *conversation*. She wasn't afraid to allow students to help set the pace of daily and semester-long goals... I had difficulty adjusting to life outside of my home when first coming to CNU, and again after completing my degree. [Her] direction helped me gain independence and confidence during major transitions in my life, and her teaching style has molded my approach in my own work. I owe so much to Dr. Cartwright and hope that my support of this nomination can serve as a small 'thank you' to her as a wonderful educator.

**Ryann Allen (CNU Psychology, 2021):** Dr. Cartwright has been a mentor to me formally and informally, taught me how to be a more enthusiastic learner, and she has been an exceptional teacher. Because of all that she has done for me, the trajectory of my life has been changed in the best possible way...She cares about each of her students...whether it is making it a priority to learn the names of her students to form a relationship, staying up to date on a student's personal life, or the way she works with each of her students where they are to make their education one that they enjoy and take pride in...My personal experience is just one example of the many students who have been positively impacted by her teachings, mentoring, and support. There was nothing I felt like I couldn't do, whether it was inside or outside the classroom, with the support of Dr. Cartwright. I could not think of any professor that is more deserving of such a distinguished award.