
Curriculum Vitae

DONN WEINHOLTZ

NAME Donn Weinholtz		POSITION TITLE Professor Emeritus - Doctoral Program in Educational Leadership University of Hartford	
EDUCATION - INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of North Carolina – Chapel Hill, NC	Ph. D.	1981	Adult and Higher Education
Shippensburg University – Shippensburg, PA	M. Ed.	1973	Social Studies Education
Dickinson College - Carlisle, PA	BA	1971	History

Positions and Employment

July 2020-Present: Professor Emeritus - Doctoral Program in Educational Leadership, College of Education, Nursing and Health Professions University of Hartford, West Hartford, CT 06117

July 1998 – June 2020: Full Professor (tenured) & Director (Dec. 2009-Dec. 2019): Doctoral Program in Educational Leadership, College of Education, Nursing and Health Professions University of Hartford, West Hartford, CT 06117

Aug. 1991 – June 1998: Dean of the College and Professor (tenured) College of Education, Nursing and Health Professions, University of Hartford, West Hartford, CT 06117

June 1991– Aug. 1991: Associate Professor (tenured): Section of Medical Education, College of Medicine, East Tennessee State University, Johnson City, TN 37614

July 1989 – June 1991: Assistant Professor: Section of Medical Education, College of Medicine, East Tennessee State University, Johnson City, TN 37614

April 1987 - June 1989: Associate Professor (with tenure): College of Education and Consultant: Office of Consultation and Research in Medical Education, University of Iowa, Iowa City, IA

Oct. 1981 - April 1987: Assistant Professor: College of Education and Consultant: Office of Consultation and Research in Medical Education, University of Iowa, Iowa City, IA

Oct. 1980 - Oct. 1981: Senior Associate: Office of Research in Medical Education, University of Texas Medical Branch, Galveston, Texas.

1978 -1980: Staff Associate: Office of Medical Studies, University of North Carolina, Chapel Hill, NC. Academic Director: Institute in Health Sciences Teaching - African Health Training Institutions Project, (eight-week project) University of North Carolina, Chapel Hill, NC.

1976-1978: Residence Director: Department of University Housing, University of North Carolina, Chapel Hill, NC.

1974-1976: High School History Teacher: Chapel Hill-Carrboro City Schools, Chapel Hill, NC.

Other Experience and Professional Memberships

- 2020-Present** Co-Clerk (Chief Officer) Friends (Quakers) Association for Higher Education
- 2015-2017** Clerk Friends Association for Higher Education
- 2020-Present**
2004 –2018 Permanent Board, New England Yearly Meeting of Friends (Quakers)
- 2020-Present**
2009 –2018 Executive Committee, Friends Association for Higher Education.
- 2020 –Present**
2010 –2016 New England Yearly Meeting Representative to Friends Committee on National Legislation
Member of General Committee (Both terms) and Development Committee (2010-2016)
- 2005-2009** Secretary, Vice-Chair, and Chair – University of Hartford Faculty Senate
- 2006 - 2009** Board of Regents, University of Hartford
- 2006 - 2009** Board of Overseers, Moses Brown School, Providence, RI
- 2005 – 2009** Connecticut Alliance of Concerned Educators (Founding Member and Coordinating
Committee Member of group now named Connecticut Partnership for Sustainability
Education.)
- 1997 - 2006** Education Committee, The Bushnell, Hartford, CT (Hartford’s performing arts center)
- 1998 - 2000** Advisory Council to State Board of Trustees overseeing Hartford, CT. Schools
- 1998 - 2001** Executive Board of United Way of the Capital Area (Hartford, CT)
- 1996 - 1999** School Governance Team, Fox Middle School, Hartford, CT
- 1995 - 1998**
1997 - 1998) State of Connecticut Teacher Preparation Program Approval Review Committee (Chair,
- 1993 - 1998** Advisory Board, Hartford Street Youth Project
- 1991 - 1999** Board of Trustees, Watkinson School, Hartford, CT
- 1992 - 1997** Advisory Board, Hartford Childcare Collaborative
- 1991 - 1995** Advisory Panel, University of Delaware/Jefferson Medical
College Medical Scholars Program
- 1990 - 1992** Executive Board American Educational Research Association Division I (Education in
the Professions)

Honors

Teaching Award

2010 Donald W. Davis All-University Curriculum Award (Given annually at the University of Hartford's graduation for outstanding teaching and overall contributions within the university's undergraduate, general education curriculum.)

Service Award

2013 Oscar and Shoshona Trachtenberg Award (Given annually at the University of Hartford's graduation for outstanding service to the university.)

B. Selected publications (in chronological order).

1. Refereed Journal Articles

Houle, J. and Weinholtz, D. (2006) "Bridging Theory to Practice with Action Research in Educational Leadership Programs." *School Leadership Review*, 2 (1), pp. 73-85.

Weinholtz, D., Kacer, B. and Rocklin, T. (1995) "Salvaging Quantitative Research with Qualitative Data." *Qualitative Health Research* 5 (3), pp. 388-397.

Kacer, B., Rocklin T., and Weinholtz, D. (1992) "Individual Versus Small Group Instruction of Computer Applications." *Journal of Computing in Teacher Education*, 9:(1), pp. 6-12.

Kacer, B., Weinholtz, D. and Rocklin, T. (1991). "The Impact of Small Group Instruction Upon Attitude and Achievement of Students Learning Computer Applications." *Computers in the Schools*, 8(3), pp. 357-360.

Weinholtz, D. (1991). "The socialization of physicians during attending rounds: A study of team learning among medical students, interns and residents." *Qualitative Health Research*, 1(2), pp. 152-177.

Weinholtz, D. (1989). "Conducting Research Using Qualitative and Quantitative Methods." *Journal of Healthcare Education and Training*, 4(2), 22-27.

Weinholtz, D., Albanese, M., Zeitler, R., & Everett, G. (1989). "Effects of Individualized Observation with Feedback on Attending Physician Clinical Teaching." *Teaching and Learning in Medicine*, 1 (3), 128-134.

Weinholtz, D., Everett, G., Albanese, M., & Shymansky, J. (1986). "The attending round observation system: A procedure for describing teaching during attending rounds." *Evaluation & the Health Professions*, 9, 75-89.

Schwabbauer, M., Weinholtz, D., Parlette, N., & Bramson, R. (1985). "Medical Technologist Thinking Styles." *Journal of Medical Technology*, 2(8), 517-520.

Weinholtz, D., & Friedman, C.P. (1985). "Conducting qualitative studies using theory and previous research: A study re-examined." *Evaluation & the Health Professions*, 8(2), 149-176.

Weinholtz, D. (1983). "Directing Medical Student Clinical Case Presentations." *Medical Education*, 17, 364-368.

Weinholtz, D. (1983). "Student as attending: An instructional innovation." *Journal of Medical Education*, 58(7), 590. (Brief Communication.)

Mattern, W.D., Weinholtz, D., & Friedman, C.P. (1983). "The Attending Physician as Teacher." *New England Journal of Medicine*, 308(19), 1129-1132.

Marian, R., Niehbur, B., Petrusa, E., & Weinholtz, D. (1982). "Computer-based Instruction in the Basic Medical Sciences." *Journal of Medical Education*, 57(7), 521-526.

Weinholtz, D., & Stritter, F. (1982). "How to Plan an Assessment of Student Attitudes." *Medical Teacher*, 4(3), 95-101.

2. Other Refereed Publications

Weinholtz, D., Albanese, M., Zeitler, R., Everett, G., & Shymansky, J. (1986). "Effective attending physician teaching: The correlation of observed instructional activities and learner ratings of teaching effectiveness." *Proceedings of the Twenty-fifth Annual Research in Medical Education Conference*. Washington, D.C., Association of American Medical Colleges, pp. 273-278.

3. Non-Refereed Publications

Weinholtz, D. (2012) *Struggling to Survive in an Era of Financial Limits and Disruptive Innovation*. *Quaker Higher Education*, 6 (2) 3-6.

Weinholtz, D. (2010) *Remembering Ralph Abernathy*. *Quaker Higher Education*, 4 (1) 28-42.

Olzacki, J. and Weinholtz, D. (2005) *Guidance From Above: College Presidents' Roles in Facilitating Performance-Based Education*. *Inside Higher Education*. (www.insideighered.com)

Weinholtz, D. (1990). *Medical curriculum revisited: The breakthrough in medical education*. *Professions Education Researcher Quarterly (AERA - Division I Publication)*, 12(1) 13-14.

Weinholtz, D., Freeman, R.M., & Waickman, L.A. (1986). *Factors Influencing Teaching During Attending Rounds*. *Professions Education Researcher Notes (AERA - Division I Publication)*, 7(4), 3-4.

Weinholtz, D., Everett, G. & Shymansky, J. (1985). *Improving Clinical Teaching Through Extensive Observation and Intensive Feedback*. *Professions Education Researcher Notes (AERA - Division I Publication)*, 7(2), 4-6.

Weinholtz, D., Friedman, C.P. & Watson, E. (1985). *A Model for Teaching in Experiential Learning Settings*. *Professions Education Researcher Notes (AERA - Division I Publication)*, 6(4), 3-6.

Weinholtz, D. (1983). Medical curriculum: A terminal disease? *Professions Education Researcher Notes* (AERA - Division I Publication), 5(2), 15.

Weinholtz, D., & Stritter, F. (1979). Teaching Student Attitudes: A case study. *Physical Therapy Education*, 4(3), 14-17.

4. Books

Weinholtz, D. ; Dudiak, J. and Smith, D. (eds.) (2014) *Quaker Perspectives in Higher Education*. Windsor, CT : Friends Association for Higher Education and Full Media Services.

Weinholtz, D. (2012) *Carolina Blue: A Novella*. Windsor, CT: Full Media Services.

Weinholtz, D. (2002) *Longing to Live...Learning to Die*. Lincoln, NE: IUniverse, Inc. (A first person account of lessons learned from experiences with multiple terminally ill family members.)

Weinholtz, D. and Edwards, J. (1992) *Teaching during rounds: A handbook for attending physicians and residents*. Baltimore: The Johns Hopkins Press.

Van Hoozer, H., Bratton, B., Ostmo, P., Weinholtz, D., Craft, M., Albanese, M., & Gjerde, C. (1986). *The teaching process: Theory and practice in nursing*. East Norwalk CT: Appleton-Century-Crofts.

5. Book Chapters

Weinholtz, D. (1997) Commentary on "The Erosion of Site-Based, Shared Decision Making." In N. Adelman and K. Walking Eagle (Eds.) *Teachers, Time and Reform: A Casebook of Teacher Experiences*. New York: Teachers College Press.

Weinholtz, D. (1988). "How is Clinical Teaching Studied?" In J.C. Edwards and R.L. Marier (Eds), *Clinical teaching for residents: Roles, techniques and programs*. New York: Springer Publishing Company.

Weinholtz, D., & Friedman, C.P. (1986). "Conducting qualitative studies using theory and previous research: A study re-examined." In D. Cordray (Ed.), *Evaluation Studies Review Annual* (Vol. 11). Beverly Hills: Sage Publications. (This chapter is a reprint of a previously published article.)

Weinholtz, D., & Ostmo, P. (1986). "Selecting Clinical Teaching Strategies." In H. Van Hoozer, B. Bratton, P. Ostmo, D. Weinholtz, M. Craft, M. Albanese, & C. Gjerde. *The teaching process: Theory and practice in nursing*. East Norwalk, CT: Appleton-Century-Crofts.

6. Monographs

D'Annolfo, S., Weinholtz, D., Colli, E., Brown, A. & Folan, M. (2011, Oct.) *Developing College Readiness in an Early College Model High School : Lessons from University High School of Science and Engineering (UHSSE) and the University of Hartford Partnership*. Woodrow Wilson National Fellowship Foundation.
<http://www.woodrow.org/school-initiatives/readiness/schools/reports.php>

Weinholtz, D. (1991). *Restructuring an Urban School*. Bloomington, Indiana: Phi Delta Kappa.

7. Editing

2007-2015: Founding Editor: Quaker Higher Education. On-line publication of Friends Association of Higher Education. Published twice annually (2012-2015: Co-edited with Donald Smith, Associate Professor – Guilford College.)

1990-1992: Editor: Professions Education Researcher Quarterly (Summer 1990-Summer 1992: 8 issues). A publication of Division I - Education in the Professions of the American Educational Research Association.

C. Research and Project Support

2009-2011: Promoting College Readiness (\$100,000) Two year grant from the Woodrow Wilson National Fellowship Foundation to foster college readiness among students in the University of Hartford High School of Science and Engineering.

2009: Women in Science (\$4,700) Grant from University of Hartford Women's Educational Leadership Fund to bring Dame Jocelyn Burnell to present and visit at the U of H, University High School of Science and Engineering and Watkinson School campuses.

2007-2008: An Inter-College Peace and Conflict Resolution Studies Major (\$1,500 with Sharon Shepela & Mary Lee Morrison.) One year grant to convene college educators in the Hartford region to develop a proposal for a collaboratively offered major. Funded by the Hartford Consortium for Higher Education.

2007: Building Peace: Women Making a Difference (\$7,500- with Sharon Shepela & Mary Lee Morrison.) One day conference funded by University of Hartford Women's Education Leadership Fund.

1994-95: One year grant (\$29,584) from the Hartford Foundation for Public Giving to support the work of the Hartford Urban Education Network's Student Success Corps. Project entitled "Within Our Reach."

1984-86: Weinholtz, D., Everett, G., & Shymansky, J. [\$42,898] Two-year grant from the National Fund for Medical Education, entitled "A Project to Improve Attending Physician Teaching."

1984: Weinholtz, D. [\$1,372] Grant from Iowa Measurement Research Foundation to purchase portable computers for collecting data on attending physician teaching behavior.

1982: Weinholtz, D., & Shymansky, J. [\$4,825] One-year grant from the Iowa Measurement Research Foundation for the pilot testing of a coding system used for observational research of clinical teaching during attending rounds.

MAJOR COLLABORATOR ON FUNDED GRANTS

1992 – 1997: Co-Director - University of Hartford's Pew Charitable Trust \$40,000 planning grant and \$450,000 implementation grant for a "Community Compact for Student Success" (The Hartford Urban Education Network).

1991: East Tennessee State University Division of Health Sciences - Vice-President, Paul Stanton Principal Investigator: \$6,000,000 five-year grant from the W.K. Kellogg Foundation for creation of community-based, primary care health centers. [I coordinated the development of the multidisciplinary curriculum for this project, and I was a member of the six- person team that developed the full grant proposal.]

8. *Teaching*

While at the University of Hartford, I taught in the All-University Curriculum for 22 years; focusing on Discovering America and Leadership courses. Within the Doctoral Program in Educational Leadership, over the last 22 years, I have predominantly taught Statistics, Qualitative Research Methods, Professional Ethics, and Foundations of Higher Education. I also supervised over 80 doctoral dissertations, and served on many additional dissertation committees.