

Scott Roberts

With over 20 years in learning and development across corporate, government, and higher education, I lead multi-disciplinary teams in designing and delivering outstanding educational experiences and transformational outcomes.

EDUCATION

'08 **PhD Social Psychology**

University of Maryland

'00 **BA Psychology**

Denison University

CERTIFICATION

'25 **Change Management**

Association of Change Management Professionals

EXPERTISE

Executive Leadership & Organizational Transformation

Directing central unit strategy to deliver measurable, scalable, and high-impact outcomes across diverse organizational contexts.

Evidence-Based Teaching & Learning Strategies

Championing innovative, effective, and inclusive pedagogy to enhance faculty development and prepare all learners for subject mastery and professional success.

Mixed-Method Program Assessment

Leading assessment strategies to provide data-informed evidence of program effectiveness and guide continuous improvement.

Strategic Comms & Multimedia Design

Leveraging creative and technical skills to inspire engagement and drive organizational outcomes.

CONTACT

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301.613.9949

EXPERIENCE

**2021 -
PRESENT**

Sr. Manager, Learning, Development, & Design Capital One, Enterprise Services Risk

Directing L&D strategy, I collaborate with senior and executive leadership to design and deliver professional development programs across local, remote, and international teams.

- Designed and launched a scalable, holistic First-Year Associate Experience Program that standardized onboarding across organizations and structured continuous engagement within peer cohorts, significantly mitigating talent and operational risk.
- Created and scaled a Peer-Oriented Development Program by 500%, focusing on strength-based development and empathy-driven leadership across several lines of business.
- Provided graphic design, infographics, branding, video production, and motion graphics animation services.
- Recognized with the 2022 Excellence Award for driving outcomes and enhancing organizational culture.

**2021 -
PRESENT**

Affiliate Senior Lecturer University of Maryland, Psychology

Teaching the Psychology of Evil each summer and winter session.

**2020
- 2021**

Assistant Dean & Chief of Operations University of Maryland, The Graduate School

Managed a team of 37 and stewarded a \$15M budget, driving operations (recruiting, admissions, funding, degree completion) for a population of 10,000 graduate students annually.

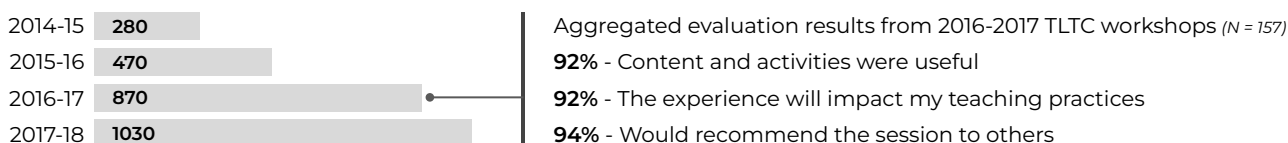
- Collaborated extensively with campus administrators and academic programs to rapidly digitize and implement essential policy and logistics solutions during the COVID-19 pandemic, ensuring continuity of service and leveraging accessible technology for institutional resilience.
- Coordinated with technical teams and academic programs to roll out the new application software and provide training to program administrators, faculty, and staff.
- Led strategic communication initiatives and assessments for The Graduate School.

EXPERIENCE (CONT)

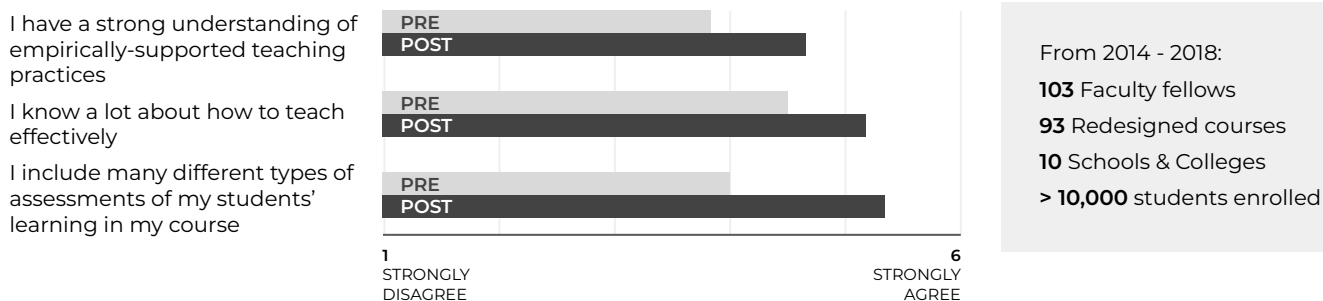
2015 - 2020 | **Director of Instructional Excellence & Innovation** University of Maryland, Teaching & Learning Transformation Center

Led the team of faculty developers and instructional designers, overseeing the complete lifecycle (design, delivery, assessment) of all TLTC programming (in-person, hybrid, online) to advance inclusive, accessible, and evidence-based teaching practices.

- Received the Kirwan Award (2019), the University's highest teaching-related award for "exceptional contributions to the quality of undergraduate education at the university."
- Designed guidance and widely-used templates for teaching portfolios, peer teaching observations, and course syllabi.
- Increased participation in TLTC workshops by 270% over four years.



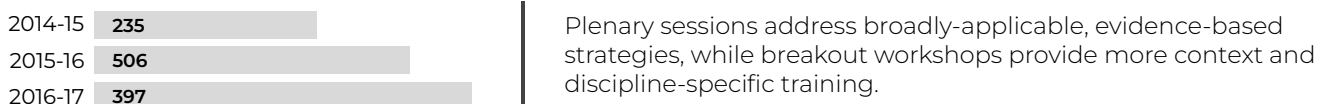
- Led the highly-impactful "Elevate" course redesign fellowship program.



- Established and scaled the Academic Peer Mentoring (AMP) Program, an innovative, institution-wide model that trains undergraduates (TLTC 333) and provides independent student credits (TLTC 399) to support high-impact, active learning practices. From 2016-2025:



- Partnered with graduate programs to increase the number of incoming students who participate in the TLTC's orientation program.



- Designed and led annual, interactive onboarding sessions for new tenure- and professional-track faculty.
- Established an annual Thank a Teacher Week in 2017, and in three years collected and distributed almost 10,000 notes of appreciation to instructors from students and alumni.
- Redesigned the website, newsletter, and social media strategy, driving a 490% increase in unique visitors to the TLTC's website from 2015 to 2018 and a 113% increase in social media engagement across X (Twitter), Facebook, and Instagram.

EXPERIENCE (CONT)

2011 | **Director of Undergraduate Studies** **- 2015** | University of Maryland, Department of Psychology

Directed undergraduate curriculum development and outcomes assessment, implementing blended instructional designs to increase student engagement and reduce DFW rates.

- Optimized course offerings and revenue opportunities to double the department's operating efficiency ratio for its large-enrollment courses.
- Supervised the academic advising of 1,200 majors annually.
- Authored an open-source online PSYC 100 textbook that is still in use at multiple universities and has saved students over \$10M since 2010.
- Earned outstanding performance reviews and teaching evaluations for courses including Intro to Psychology, Communication & Persuasion, the Psychology of Evil, Unethical Conduct, and a grad course on evidence-based teaching.
- Contributed to the Department of Psychology receiving the 2012 Departmental Award for Excellence & Innovation and subsequent recognition in a 2013 White House briefing for innovative course transformation.

2009 | **Research Psychologist** **- 2011** | US Department of Transportation, Office of Behavioral Safety Research

Created and evaluated training resources, interventions, and strategic communication initiatives to reduce traffic injuries and deaths on America's roads for the National Highway Traffic Safety Administration.

- Developed the first national survey and analysis plan to measure distracted driving behaviors.
- Received a Secretarial Award (2010) for Outstanding Contribution to Public Safety.

2003 | **Graduate Teaching Assistant** **- 2008** | University of Maryland, Department of Psychology

Supported and taught undergraduate courses including Introduction to Psychology, Social Psychology, Statistics, Research Methods, and Communication & Persuasion.

2000 | **Research Assistant, Dolphin Trainer & Staff Manager** **- 2003** | University of Hawaii, Kewalo Basin Marine Mammal Laboratory

Trained four bottlenose dolphins and supervised staff in support of cognitive research, animal enrichment, and their veterinary care.

ACADEMIC FELLOWSHIPS, GRANTS, & AWARDS

- 2019 Kirwan Undergraduate Education Award
- 2015 Co-authored grant to redesign Psychology of Helping Skills (PSYC 433)
- 2014 Authored grant from the Associate Vice President for Student Affairs to create and evaluate The Psychology of Getting Hired (PSYC 123)
- 2014 Inducted – Omicron Delta Kappa, National Leadership Honor Society
- 2013 - 2015 Faculty Fellow - University System of Maryland's Center for Academic Innovation
- 2013 Authored grant from the University System of Maryland to redesign Statistical Methods in Psychology (PSYC 200)
- 2013 Authored grant from the Office of Diversity & Inclusion to develop virtual mentoring resources
- 2013 Authored grant from the Office of the Vice President for Administration & Finance to develop an online course on the Psychology of Unethical Behavior
- 2013 University of Maryland Panhellenic Association Outstanding Teaching Award
- 2011 - 2012 Center for Teaching Excellence Lilly Faculty Teaching Fellow

HIGHLIGHTED PUBLICATIONS

Evidence-Based Teaching Practices

- Roberts, S.P. (2019). The training game in A. James & Nerantzi (Eds.), *The Power of Play in Higher Education*. Basingstoke, UK: Palgrave Macmillan.
- Buzinski, S.G., Clark, J., Cohen, M., Buck., B, & Roberts, S.P. (2018). Insidious assumptions: How pluralistic ignorance of studying behavior relates to exam performance. *Teaching of Psychology*, 45(4), 333-339.
- Lyon, J. S., Gettman, H. J., Roberts, S. P., & Shaw, C. (2015). Developing a climate for teaching measure: A three-year study. *Journal on Excellence in College Teaching*, 26(1), 111-138.
- Roberts, S.P., Curtis, R.D., & Sehlke, C.S. (2014). Bridging academic and professional development in introductory coursework. *National Association of Colleges and Employers Journal*, 74, 35-40.
- Roberts, S.P. & Buzinski, S.G. (2011). Action learning: Inspire lasting learning through applied projects. In S.P. Ferris (Ed.), *Teaching, Learning, and the Net Generation: Concepts and Tools for Reaching Digital Learners* (311-323). Hershey: IGI Global Publishing.

Professional Publications

- Cosgrove, L.A., Chaudhary, N., & Roberts, S.P. (2010). High visibility enforcement demonstration programs in Connecticut and New York reduce hand-held phone use. *NHTSA, DOT HS 811 376*.
- Branstetter, B. K., Mevissen, S. J., Herman, L. M., Pack, A. A., & Roberts, S. P. (2003). Horizontal angular discrimination by an echolocating bottlenose dolphin (*Tursiops truncatus*). *Bioacoustics*, 14, 15-34.

HIGHLIGHTED PRESENTATIONS

Evidence-Based Teaching Practices

- Roberts, S.P. (2020). Leveraging the “teacher effect” to improve learning outcomes at *The Carolina Teaching & Learning Colloquium Series*, University of North Carolina, NC.
- Buzinski, S.G. & Roberts, S.P. (2019). Insidious assumptions: Pluralistic ignorance in the classroom. *Eastern Conference on the Teaching of Psychology*, Staunton, VA.
- Roberts, S.P. (2018). Active learning: Strategies to prepare, engage, and inform students. Invited keynote at the *Bowie State University Faculty Institute*, Bowie, MD.
- Roberts, S.P. (2018). Evidence based strategies for student engagement in professional education. Invited to *The University of Maryland Baltimore School of Dentistry Faculty Development Series*, Baltimore, MD.
- Roberts, S.P. (2017). AMPing courses: A campus-wide peer mentor program to support active learning. *International Forum on Active Learning Classrooms*, Minneapolis, MN.
- Bishop, K. & Roberts, S.P. (2015). Hands free: Reaching hundreds through an online asynchronous career course. *National Association of Colleges & Employers Annual Conference & Expo*, Anaheim, CA.
- Roberts, S.P. (2014). The beauty and the beast: Redesigning introductory courses with the best of (active) blended learning. Invited to the *Centre for Teaching & Learning Enhancement*, University of Macau, China.
- Roberts, S.P. (2013). Evidence-based approaches to increasing engagement and performance in large courses. *Teaching & Learning Preconference of the Society of Personality & Social Psychology's Fourteenth Annual Meeting*, New Orleans, LA.
- Buzinski, S.G. & Roberts, S.P. (2012). Practical pedagogies: Engaging students to make your job easier. *Teaching & Learning Preconference of the Society of Personality & Social Psychology's Thirteenth Annual Meeting*, San Diego, CA.
- Curtis, R.D., Roberts, S.P., Mitchell, C., & Seiler, B. (2012). Students are cheating less than they think: How erroneous assumptions affect academic dishonesty. *Lilly East Conference on College and University Teaching*, Bethesda, MD.

Organizational Development & Strategic Communications

- Roberts, S.P. (2019). Thank a teacher week: Advancing organizational climate for teaching. *Lilly East Conference on College & University Teaching*, Bethesda, MD.
- Roberts, S.P. (2019). Strategic communication: Ready, aim, assess. *Professional & Organizational Developers Conference*, Pittsburgh, PA.
- Roberts, S.P. (2019). Creating dynamic & engaging presentations. *Administrative Professionals Conference*, College Park, MD.
- Roberts, S.P. (2018). Advancing university climate for teaching: Four essential elements. Invited to *Indo Universal Collaboration for Engineering Education Leadership Summit*, Goa, India.
- Roberts, S.P. (2018). Strategic communication: How to create & manage your center's “brand.” *Professional & Organizational Developers Conference*, Portland, OR.
- Roberts, S.P., Kramer, S.R., & Swan, L. (2016). Fishing for faculty: The baits & hooks. *Professional & Organizational Developers Conference*, Louisville, KY.

HIGHLIGHTED COURSES

PSYC 100 | Introduction to Psychology

Syllabus: go.umd.edu/psyc100syllabus

Course Site: go.umd.edu/openpsyc

PSYC 289E | Psychology of Evil PSYC 237

Syllabus: go.umd.edu/evil-syllabus

Course Site: go.umd.edu/evil

PSYC 424 | Communication & Persuasion

Syllabus: go.umd.edu/psyc424

Learning Objectives: ter.ps/424clo

TLTC 798 | Graduate Seminars on Teaching PSYC 798B

COURSE DESIGN & ASSESSMENT

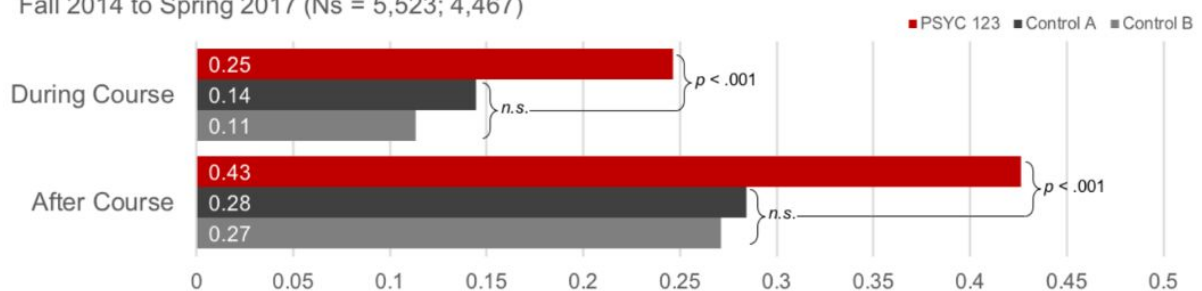
PSYC 123 | The Psychology of Getting Hired

Fall 2014 - Fall 2025:
76 sections, >4,200 students

With a grant from the Division of Student Affairs, I collaborated with the Director of the Career Center & The President's Promise to develop a one-credit, primarily online course that is now taught by their staff. A [longitudinal, matched-pair analysis](#) found that enrollment in the course was associated with greater levels of student engagement in professional development behaviors during and after completing the course. For example:

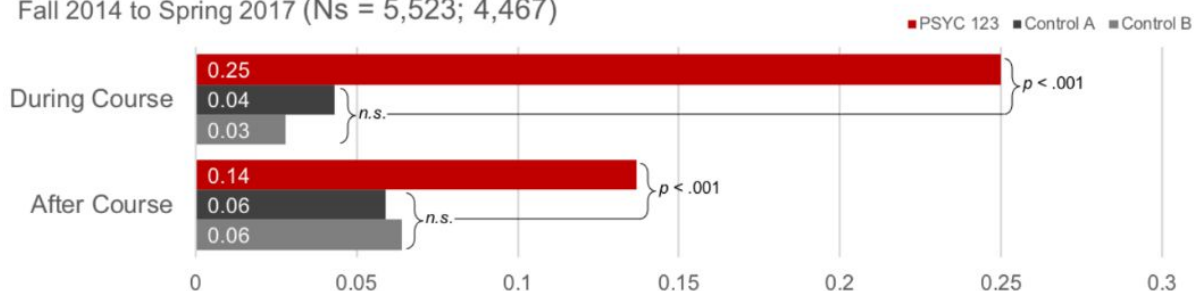
Average Participation in Career Fairs & Employer Info Sessions

Fall 2014 to Spring 2017 (Ns = 5,523; 4,467)



Average Participation in On-Campus Interviews Hosted by UCCPP

Fall 2014 to Spring 2017 (Ns = 5,523; 4,467)



CAMPUS & COMMUNITY ENGAGEMENT

Leadership

2020 - 2021	TerrapinSTRONG Advisory Committee
2018 - 2021	Learning Technologies Working Group
2018 - 2021	Professional Faculty Advisory Group
2018 - 2021	Steering Committee of UMD/UMUC Strategic Partnerships
2018 - 2021	USM Open Educational Resources Advisory Board
2018 - 2020	University Senate – Educational Affairs Committee
2015 - 2017	Middle States Standard V Working Group
2013 - 2021	Member, Hazing Task Force Steering Committee
2013 - 2021	University Orientation Speaker – Professor's Perspective
2012 - 2021	Member, Office of Student Conduct Honor Board
2012 - 2021	Member, St. John Learning and Teaching Center Academic Advisory Group
2014 - 2016	Member, Social Entrepreneurship Working Group
2003 - 2011	Senior Firefighter, EMT, Swift Water Rescue Tech with <i>Berwyn Heights VFD</i>

Mentorship

2022-2023	Faculty Mentor Award - Merrill Presidential Scholars Program
2014 - 2021	Member, Banneker/Key Scholarship Selection Committee
2017	Dissertation Committee: Alison Robey
2014 - 2021	Honors Thesis Committees: T. Morris (2015), A. Xin (2014), J. Bender (2014), M. Prodanova (2013)
2014	Member, Spirit of Maryland Award Selection Committee
2013 - 2021	Reviewer – Maryland Summer Scholars Research Grants
2011 - 2013	Project Mentor - BSOS Emerging Scholars Program & McNair Scholars Program
2009 - 2015	Evaluator, <i>Society for Science & the Public's Intel Science Talent Search</i>

Sample Media Coverage

2019	<i>Chronicle of Higher Education</i> - For One Professor, How a Course on Evil Gave Students Hope (http://bit.ly/2ooDBTp)
2018	<i>Helix Education</i> - Designing the Future Higher Ed Campus at The University of Maryland w/ Dr. Scott Roberts (youtu.be/rImAMM2crVg)
2018	<i>Higher ED Drive</i> - UMD re-thinks campus space to better reflect 'the future of education' (https://bit.ly/3YtDqDu)
2014	<i>CNN</i> - How some colleges are offering free textbooks (https://bit.ly/4rViHKB)
2012	<i>CBS</i> - Interviewed regarding Psychology of Evil after Newtown, CT shooting