We all benefit from the outstanding work of the Sheridan Center.

— Brown faculty member
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from Director</td>
<td>3</td>
</tr>
<tr>
<td>A Year in Review</td>
<td>4</td>
</tr>
<tr>
<td>Timeline</td>
<td>4</td>
</tr>
<tr>
<td>Impact and Reach</td>
<td>5</td>
</tr>
<tr>
<td>New Initiatives for 2016-17</td>
<td>6</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>7</td>
</tr>
<tr>
<td>Sheridan Strategic Plan, 2016-21</td>
<td>7</td>
</tr>
<tr>
<td>Diversity and Inclusion Action Plan Outcomes, 2016-17</td>
<td>9</td>
</tr>
<tr>
<td>Core Program Areas</td>
<td>12</td>
</tr>
<tr>
<td>Academic Tutoring</td>
<td>12</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Educational Development</td>
<td>14</td>
</tr>
<tr>
<td>English Language Learning</td>
<td>17</td>
</tr>
<tr>
<td>Writing</td>
<td>18</td>
</tr>
<tr>
<td>Internal and External Service</td>
<td>20</td>
</tr>
<tr>
<td>Committee Service</td>
<td>20</td>
</tr>
<tr>
<td>Department/Program Service</td>
<td>20</td>
</tr>
<tr>
<td>External Service</td>
<td>23</td>
</tr>
<tr>
<td>Professional Associations</td>
<td>23</td>
</tr>
<tr>
<td>Review Work</td>
<td>23</td>
</tr>
<tr>
<td>Consortium Participation</td>
<td>23</td>
</tr>
<tr>
<td>Our People</td>
<td>24</td>
</tr>
<tr>
<td>Sheridan Staff</td>
<td>24</td>
</tr>
<tr>
<td>Head Graduate Teaching Consultants and Fellows</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Teaching Consultants</td>
<td>25</td>
</tr>
<tr>
<td>Writing Coaches and Associates</td>
<td>26</td>
</tr>
<tr>
<td>Writing Fellows</td>
<td>26</td>
</tr>
<tr>
<td>Academic Tutors</td>
<td>27</td>
</tr>
<tr>
<td>Advisory Boards</td>
<td>28</td>
</tr>
<tr>
<td>Liaisons</td>
<td>29</td>
</tr>
<tr>
<td>Scholarship</td>
<td>30</td>
</tr>
<tr>
<td>Publications</td>
<td>30</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>31</td>
</tr>
</tbody>
</table>
Letter from Director Mary Wright

As I write this letter, I am nearing my one-year mark as Director of the Sheridan Center for Teaching and Learning. The past year has certainly been busy, but it also has been one of growth and collaboration, with our move to the Sciences Library and the integration of the Writing Center, English Language Learning, Academic Tutoring, and the Sheridan Center (p. 4). In planning out our future directions, I am mindful of the impressive work of my recent predecessors, Kathy Takayama and Sharon Swartz, which we build upon. I am also grateful to Dean of the College Maud Mandel for her support of our work.

In June, Sheridan completed a strategic planning process, in collaboration with multiple advisory committees and campus partners. This plan, tied to university strategic priorities, will guide the center’s work until 2021. As part of this process, Sheridan revised its mission statement to highlight key values and strategic goals for the center, namely collaboration, evidence-based practice, and diversity and inclusion (p. 7). Further, to reflect that Sheridan is now an integrated teaching and learning center, we extend our mission to serve all members of Brown’s teaching and learning communities.

A key focus of our programs and consultations this past year has been inclusive teaching, in support of Brown’s Diversity and Inclusion Action Plan (p. 9). We have embedded inclusive teaching into all of our large programs, offered a workshop series, and also introduced a new inclusive teaching newsletter to campus, which is distributed monthly and features evidence-based practices that are being used by Brown instructors (p. 6). Further, Dr. Marc Lo, new Assistant Director for Assessment and Evaluation, took the lead on analysis of data on a study about why Brown students drop classes, and he also is consulting with departments about their own climate data (p. 13).

We are beginning our work on the new Brown Learning Collaborative, which will create new undergraduate Fellows programs and faculty and graduate student course design institutes around six key liberal arts skill areas: writing, problem solving, data analysis, oral communication, critical reading, and research. The renowned Writing Fellows program, founded in 1982, is now under the leadership of the Associate Director for the Writing Center, Dr. Stacy Kastner (p. 18-19). Additionally, Associate Director for the Humanities and Social Sciences, Dr. Jessica Metzler, initiated a new Writing Across the Curriculum Institute this spring, which received spectacular feedback from faculty (p. 6). Janet Peters, Assistant Director for Academic Tutoring, sustains her outstanding work to facilitate course-based student peer mentoring groups, and the program continued to grow last year (p. 12).

The quality of any center rests on its staff, and we are fortunate to welcome talented new staff to the Center this year. Sara Gramley, English Language Learning Specialist, and Anne Kerkian, Assistant Director for English Language Learning, offered a robust suite of programs to serve multilingual learners (p. 17). We also welcomed Dr. Stacey Lawrence, as Assistant Director for STEM Initiatives (p. 15). I would also like to thank Debra McEleney and Vania Figueiredo, Sheridan administrative staff who support our work so we can support others.
A Year in Review

June 2016
Sheridan moves to the Sciences Library

June 2016
Mary Wright begins as Director, joining Associate Director Jessica Metzler, Debra McElaney and Vania Figueiredo

July 2016
Sheridan merges with Writing, ELL and Tutoring

July 2016
Anne Kerkian begins as Assistant Director, ELL

August 2016
Stacy Kastner starts as Associate Director, Writing Center, joining Janet Peters, Assistant Director for Academic Tutoring

October 2016
Sara Gramley begins as ELL specialist

December 2016
Marc Lo begins as Assistant Director for Assessment

September 2016
President Christina Paxson and Dean Maud Mandel participate in Sheridan Open House

April 2017
Derek Bruff visits as invited TC speaker

April 2017
Stacey Lawrence begins as Assistant Director, STEM

May 2017
First Brown Learning Collaborative pilot begins, the Writing Across the Curriculum Institute

June 2017
Sheridan strategic plan is complete
IMPACT AND REACH

4,236 individuals served by the Sheridan Center*

2,896 Undergraduate Students

2,896 Graduates and Professional Students

289 Faculty

61 Visiting Scholars

619 Graduate and Professional Students

97 External Visitors

46 Postdoctoral Scholars

225 Administrators and Staff

3 Alums

8,144 services offered to Brown’s teaching and learning communities*

3,256 Writing

2,024 Educational Development & Assessment

1,818 Academic Tutoring

1,046 English Language Learning

*June 1, 2016 - May 31, 2017
NEW INITIATIVES FOR 2016-17

“\textit{I just wanted to let you know how useful the newsletters have been - succinct and to the point, very clear, useful examples.}”

**Inclusive Teaching Newsletter**
Sheridan began an inclusive teaching newsletter, which features evidence-based practices used by Brown faculty. Topics included connecting with students, supporting multilingual learners, and microaggressions/micro-affirmations.

Past issues can be found here: brown.edu/go/InclusiveTeaching

**Dissertation Retreat**
The Writing Center offered this new program for 13 graduate students. All participants evaluated the program as helpful for their research. One student noted, “I got a lot done, made a lot of discoveries about how I write best, developed good habits, and made friends.”

**Brown Learning Collaborative: Writing**
In support of the Brown Learning Collaborative, Sheridan piloted a new Writing Across the Curriculum Seminar. Faculty, graduate students and undergraduates worked to craft and re-design their writing assignments and approaches to feedback.

“\textit{Fantastic seminar! Thank you for the opportunity to participate.}”

“\textit{Despite my limited English, I felt good and comfortable in the workshops. They gave me useful tools.}”

**English Language Learning Workshop Series**
ELL offered several multi-part workshop series to allow students time for repeated practice to develop communication skills. Topics included academic writing, academic speaking, everyday English, and navigating life at Brown.

**Course Drop Study**
Sheridan collaborated with the Undergraduate Council of Students and the Dean of the College to conduct a study about the reasons Brown students attributed to their Fall 2016 course drop decisions. Key findings were shared with chairs and published in the Brown Daily Herald.

**Expansion of Academic Tutoring**
Tutoring experienced a 10% increase in demand over the past academic year. New professional development for tutors focused on diversity and inclusion, working with students with disabilities, and helping students with stress management.

“All of my [medical school] interviewers were very interested in hearing about the important role that tutoring had on me during my time at Brown.”
In 2016–17, the Center engaged in an intensive process of strategic planning, which included a revised mission statement and development of a five-year plan. The full plan can be found at: brown.edu/go/SheridanStrategicPlan

Revised Mission
The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. To encourage innovation and interdisciplinary collaboration, we cultivate dynamic partnerships with all members of Brown’s teaching and learning communities. The Center advances effective liberal learning, encourages ongoing professional development, and fosters reflective teaching and learning.

Key Goals and Illustrative Activities, 2016-2021
Goal 1: Responsiveness to institutional priorities: Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans. Two key areas will be:

1a. Brown Learning Collaborative: Sheridan will develop the Brown Learning Collaborative, as described in the operational plan for Building on Distinction. The Learning Collaborative will scale up initiatives supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies.

Sample initiative: In Spring 2018, Sheridan will pilot a course or modules on the theory and practice of problem-solving and offer formative feedback to these problem-solving fellows.
1b. Inclusive teaching and learning: The Center will offer a robust suite of programs around inclusive teaching and learning, to support Pathways to Diversity and Inclusion.

Sample initiatives: Embed inclusive teaching in all Sheridan orientations, offer specialized campus-wide and department workshops, and amplify communications through the Sheridan newsletter.

Goal 2: Collaborative culture of teaching: Offer valued, mission-focused services for all members of Brown’s teaching communities, with particular emphasis on:

2a. Continued development of a balanced and sustainable portfolio of programs that offer customized attention to development of teaching and learning communities across disciplines and at important educational and career stages: undergraduates, graduate students, postdoctoral scholars, junior faculty, and mid-career and senior faculty.

Sample initiatives: Offer support to departments for UTA professional development; explore anticipatory, “pre-orientations” for new faculty and graduate students around teaching.

2b. Programs that foster intergenerational teaching teams, i.e., collaborations between faculty, graduate students and undergraduates.

Sample initiative: In Spring 2017, pilot a program that supports faculty, graduate students, and Writing Fellows in course redesign for Writing Across the Curriculum.

2c. Support for instructors in the pedagogical and communicative uses of instructional technology to enhance the residential educational experience, in collaboration with other campus IT units.

Sample initiative: Collaborate with ITG and SPS to refine the Digital Teaching and Learning hub and develop a good system of cross-referrals.

Goal 3: Learning support for a diverse student body: Maintain and enhance learning support programs by developing strong links to courses and departments, promoting metacognition, connecting to initiatives that also support instructors and the teaching context, and supporting all students’ growth as learners.

Sample initiatives: Expand Writing Fellows Program, re-align tutoring resources with student needs, and pilot an international graduate student orientation in Summer 2017.

Goal 4: Evidence-based educational development: Support departments’ own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning. Embed assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

Sample initiative: Offer outreach to departments seeking assistance with measurement of campus climate.
Sheridan DIAP

As a part of its 2016-17 Diversity and Inclusion Action Plan, key outcomes of Sheridan’s three main goals are noted below.

1. Develop staff capacity through hiring and professional development to support diversity

Sheridan Center for Teaching and Learning: Hiring and Professional Development
• Between September 1, 2016, and May 31, 2017, Sheridan hired four new professional staff, three of whom are from historically underrepresented groups in the field.
• For professional development, all Sheridan staff members attended at least one conference session or on-campus opportunity that squarely addressed diversity and inclusion. Key ideas and materials were presented to other Sheridan staff at its monthly meeting.
• To mentor and collaborate with diverse graduate students, an ELL Graduate Fellow offered a series of workshops on language and culture. The ELL Fellow provided feedback on the experience to the Graduate School in mid- and end-of-year surveys. Further, Sheridan offered an educational development reading group to develop pathways to the profession for five graduate students.

Writing Fellows
• The writing fellows maintained two diversity and inclusion outreach coordinators who facilitated 90-minute workshops during fall and spring retreats, invited a faculty member (Christina Villarreal) to be a guest discussion facilitator on multiple Englishes in the academy, and held open office hours for fellows to consult with them about inclusive pedagogy.
• The fellow professional development committee facilitated a spring professional development series focused on inclusive praxis that featured programming from ELL, SEAS, and the LGBTQ+ Center.

Writing Associates
• Associates received ten hours of paid professional development addressing diversity and inclusion: a 60-minute reading discussion on post-colonialism in the writing center, a 60-minute workshop on code-meshing and anti-racist pedagogy in the writing center, a 60-minute ELL workshop, a 4-hour hybrid ELL training, and a 3-hour training on best practices for working with writers.

Academic Tutoring
• Nearly 10% of the tutoring staff are from historically underrepresented racial/ethnic groups, and 43% are women in STEM.
• Professional development included Assistant Director and peer feedback during mock training sessions, SEAS and BWell workshops, and tutor mid-semester meetings with the Assistant Director to review and discuss anonymous tutee evaluations. Tutors found the BWell workshop highly valuable and shared stress-relieving techniques with tutees. Tutor focus group feedback revealed that tutors feel supported in their work, appreciate the value of their role in the Brown community, and recognize that tutoring is beneficial to their own learning and metacognitive development.

Available at brown.edu/go/SheridanDIAP
English Language Learning

- Professional development was offered to Associates and Fellows. Key findings from post-program surveys included that students appreciated receiving training on resources they can use in their daily work with ELL writers, such as the Corpus for Contemporary American English. There were also requests for additional ELL trainings in the future, with a focus on hearing from and considering the perspectives of a more diverse multilingual population.

2. Develop Sheridan programs to be responsive to campus needs and build campus capacity to support diversity and inclusion in teaching and learning contexts.

Program Development and Strategic Planning

- To inform its strategic plan, Sheridan staff read all Departmental DIAPs and met regularly with the Office of Institutional Diversity and Inclusion. The strategic plan squarely focuses on inclusive teaching as a key goal. Further, for the purposes of providing input into Sheridan’s future services for graduate students, a diverse group of graduate students was recruited to serve on the Sheridan Graduate Student Advisory Committee.

Faculty and TA Programs

- Sheridan embedded principles of inclusive teaching in its New Faculty and New TA Orientations, which were attended by 54 and 136 instructors, respectively. Among faculty and TAs, nearly all (over 90%) indicated that they would bring at least one idea to their teaching, and participants found the session to be very effective (means over 4.0 out of 1=strongly disagree that was effective, 5=strongly agree).

- All certificates embedded principles and practices of inclusive teaching. Feedback was also extremely strong for these programs. For example, in Sheridan's largest certificate, most participants reported confidence for inclusive teaching (see textbox), and a similar proportion (97%) reported self-efficacy in their capacity to implement strategies that actively engage students. (For perspective, at pre-test, 69% and 52%, respectively, signaled confidence in these areas.)

- Sheridan offered ten workshops in 2016-17 on inclusive teaching, addressing presentations, feedback on writing, discussions, STEM courses, and teaching with sensitive objects. Attendees rated these sessions very favorably (mean of 4.4 on a scale of 1=not at all effective and 5=very effective). Sheridan also began to pilot customized offerings for departments.

English Language Learning

- ELL offered an average of three language and culture workshops each week during the academic year, as well as customized workshop series in two departments with high concentrations of multilingual graduate students. Participant feedback was strong for ELL programs, reflecting increased confidence in navigating linguistic and cultural differences. ELL staff also held over 600 hours of individualized linguistic or cultural support meetings for multilingual members of Brown’s community, including students, visiting scholars, and faculty.

---

In Sheridan’s largest certificate, nearly all (97%) participants agreed that they now felt confident in their abilities to create an inclusive and respectful learning environment.

---

Writing Fellows

- The writing fellows course syllabus (English 1190M) was revised to include an explicit focus on cultivating inclusive methods for working with writers. Open-ended responses from the course survey indicate that students noted and valued the revised curriculum:
“I appreciated [the] emphasis on inclusivity and diversity”; “the presentations from … ELL/ESL center and presenters from the LGBTQ Center and the Sarah Doyle Women’s Center were great!”; “I thought the course was divided into different sections very well. We covered so many topics, including inclusivity and English language learning, and how they relate to and affect writing. Readings were also very well-tailored to the different themes.”

- Program evaluations completed by fellows in fall 2016 (24 respondents) indicated that most (88%) fellows reported being “well-prepared to enact inclusive fellowing practices.” Fellows similarly emphasized their appreciation of diversity and inclusion programming in open-ended responses: “I was also exposed to issues of diversity and inclusion in writing that I had never really thought about before, and I now feel much more prepared to work in this role of peer tutor.” Spring 2016 program evaluations (15 respondents) indicated that 100% of fellows reported being “well prepared to enact inclusive fellowing practices.” Additionally, open-ended responses again indicated that diversity and inclusion programming on multiple Englishes in ELL trainings, the spring retreat, and faculty guest lecture were effective: “The idea of multiple Englishes and the ways we as Fellows can validate and nurture them (as well as acknowledge the institutional forces that suppress/marginalize them) has been super important to me and will stay with me as I pursue a career in education.”

**Excellence at Brown**

- Four primary program outcomes were identified for the program incorporated into informational materials, and accounted for in program assessment mechanisms. To meet these outcomes, the curriculum was revised to include instruction on close reading, peer-facilitated reading discussions, instruction on concrete revision strategies, and the opportunity to select and revise one of three papers.

**Assessment**

- Two consultations addressed assessment of departmental climate. One humanities department requested feedback on survey items that would be administered with end-of-term course evaluations and received a revised instrument for Spring 2017. A STEM department requested assistance with the analysis and reduction of an instrument designed and administered by students, faculty, and staff in Spring 2016. An executive summary was distributed to the department, a presentation delivered at a faculty meeting, and a request was received for a workshop on inclusive teaching (based on findings for specific groups of students who struggled to find TAs or faculty approachable). The department's revised survey now includes graduate students, and a full report of findings will be written for distribution by Fall 2017.

- The Sheridan Center also partnered with the Dean of the College and the Undergraduate Council of Students to conduct an action research project on the reasons Brown students attribute to their course drop decisions. These results were disaggregated by demographics.

**3. To scale up the reach of the center, develop more robust online resources**

In November 2016, the Sheridan Center began distributing web newsletters on topics relating to inclusive teaching. These newsletters are distributed to 621 subscribers. Additionally, Sheridan developed an inclusive teaching section of web resources. These materials received nearly one thousand hits in the past academic year.
summary of Core Programs

Academic Tutoring

The Academic Tutoring Program (ATP)’s overarching goal is to foster inclusive peer-to-peer teaching and learning practices that create confidence and develop a deeper understanding of course content that encourages and empowers all students to succeed in their scholarly work at Brown and beyond. ATP supports nearly a quarter (22%) of the undergraduate student body through small-group (~6 students) and individual tutoring for approximately 45 select introductory and intermediate STEM courses each academic year. In a survey of 368 students in Spring 2017 tutoring sessions, the most frequent reason attributed to participating in tutoring was to improve chances at passing (68%), followed by challenging course reputation (62%), and heavy course load (58%).

Since AY 2011 to the present, undergraduate peer-led tutoring in ATP has increased from 475 to 1,818 assignments. First-generation and students receiving financial aid represent more than 50% of the total students participating in tutoring. HUGS account for almost a third (31%) of undergraduates participating in tutoring.

“Tutoring holds me accountable for the material. I can ask questions in smaller group settings and receive personalized instruction.”

Tutors facilitated 268 group sessions serving 1,526 undergraduate students (a 10% increase from AY 2015-16). An additional 57 students in STEM-supported courses, and 35 students in foreign language courses (CHIN, FREN, HISP, JAPN, RUSS) were served individually.

In addition to meeting weekly with tutees, tutor professional development included Assistant Director and peer feedback during mock training sessions, SEAS and BWell workshops, and tutor mid-semester meetings with the Assistant Director to review and discuss anonymous tutee evaluations.

In April 2017, twenty-six tutors voluntarily participated in one of three tutor focus group discussions. Feedback revealed that tutors feel supported in their work, appreciate the value of their role in the Brown community, and recognize that tutoring is beneficial to their own learning and metacognitive development.

Janet Peters
Assistant Director for Academic Tutoring

Janet received her B.A. in Psychology from Rhode Island College. She is the 2013 recipient of the Wilson DeBlois Award for her work with graduate students. Janet is responsible for all aspects of the Academic Tutoring Program and co-directs Excellence at Brown. Recently celebrating her 10th year at Brown, she is grateful to work with an incredibly diverse, driven, and talented group of students and staff.

Group Tutoring by Department
Assessment and Evaluation

Key highlights of Assessment and Evaluation work include:

Departmental Climate Surveys
Noted within several departments’ Diversity and Inclusion Action Plans were goals around climate assessment and improvement. Two consultations related to these goals occurred, including reviewing Philosophy’s proposed survey and returning a revised instrument. The second, an ongoing project, was with Computer Science on the reduction and analysis of the survey they developed and administered in Spring 2016. An executive summary of the prior year’s results was distributed in May. The revised survey has been administered, and a full report on survey findings will be written over Summer 2017.

Course Drop Study
Proposed by the Undergraduate Council of Students, and designed by the Sheridan Center in collaboration with students, faculty, and the Office of the Dean of the College, we conducted a survey of the reasons why students drop courses after the formal deadline. Questions focused on curricular, pedagogical, and classroom dynamics, as well as providing students space to discuss reasons not listed and what might have been done on their part or the part of faculty to remain in the course. Each week, the survey was administered to capture these reasons as freshly as possible, reaching 889 students, of whom 330 responded.

Excellence at Brown
Prompted by questions of how to better support student success in writing, the question of Excellence at Brown’s efficacy was raised as a potential exemplar, and explored using three measures. The first two measures were indirect and leveraged survey data from Institutional Research: they focused on changes in students’ perceptions of their ability to write over their first year of college and perceptions of improvement in writing ability upon graduation. A direct measure of student success with writing – passing their first writing requirement course on time – was calculated using data on course enrollment and grades from the Registrar’s Office.

Tutoring Program
Although Brown’s Tutoring Program frequently offers its tutoring staff opportunities to provide feedback, the program’s Assistant Director requested that a more systematic evaluation of their experiences be conducted. All tutors were subsequently invited to attend one of three focus groups on their experiences with the program and in their role. 26 tutors participated in 3, hour-long discussions about their motivations to be tutors; the program’s contributions to their learning and/or careers; how they saw the role in relationship to students; and suggestions for improvement of the program both for themselves and their tutees.

Marc Lo
Assistant Director for Assessment and Evaluation

Marc A. Lo’s scholarship focuses on the connections between student identity, learning, and psychosocial development in college. Marc’s work has appeared in the *Journal of Higher Education*, *Research in Higher Education*, *the Journal of College Student Learning and Development*, and the *Journal of Homosexuality*. He has presented, lectured, and taught on a number of topics related to research design, student development, campus climate, and professional development in higher education. Marc holds a B.A. in Organizational Communication and Rhetoric from Northeastern University as well as an M.A. in Higher Education Administration and Ph.D. in Higher and Postsecondary Education, both from New York University. He has previously held roles in campus life and academic affairs at the Massachusetts Institute of Technology, Brown, and NYU.
Educational Development

Key programs offered this year include:

**Sheridan Center Certificate Programs**

**The Sheridan Teaching Seminar: Reflective Teaching (Certificate I): 111 certificates awarded**
In 2016-17, the Sheridan Teaching Seminar was reenvisioned and redesigned as a blended learning course incorporating online modules and in-person workshops to facilitate the development of teaching skills around the following topics: Critical Reflection and Inclusive Classrooms, Rhetorical Practice and Classroom Communication, Learning Design, and Engaged Learning.

**The Sheridan Course Design Seminar (Certificate II): 24 certificates awarded**
In 2016-17, the Sheridan Course Design Seminar Certificate was redesigned as an intensive, semester-length program in which members of the Brown teaching community have the opportunity to explore integrated course design principles and develop syllabi, sample assignments, and sample lesson plans. Seminar topics include: Backward Course Design, Articulating and Assessing Learning Outcomes, Engaged Student Learning, Inclusive Teaching, Writing Pedagogy, and Signature Pedagogies and Interdisciplinary Communication.

**The Sheridan Teaching Consultant Program (Certificate IV): 19 certificates awarded**
This yearlong learning community fosters the development of skills in peer observation and feedback, leadership, and discussion facilitation. Participants develop a deeper understanding of evidence-based teaching practices, explore strategies for creating inclusive learning environments, and train to conduct observations and facilitate peer workshops.

**Teaching with Objects: A Sheridan Center-RISD Museum-John Carter Brown Library Collaborative Series**
This workshop series explores approaches to teaching with a range of objects—from sensitive material that can elicit emotionally charged responses to historical and archaeological artifacts to artwork. Drawing on both historical and contemporary objects from the RISD Museum and the RISD Nature Lab, the Haffenreffer Museum of Anthropology, and the John Carter Brown Library, workshops discuss techniques to help students develop close looking skills, strategies for providing context, and ways to incorporate object-based teaching in the classroom.

**Writing Across the Curriculum Faculty Seminar**
This yearlong program provides support for faculty to (re)design, develop, and teach a course that supports writing in their discipline. The program combines a Sheridan seminar on writing pedagogy and course design with a supportive peer community, individual consultation and feedback, and an opportunity to share course and student successes.

**Teaching Observations and Consultations**
In 2016-17, the Sheridan Center completed 112 teaching observations and 405 consultations.
Jessica Metzler
Associate Director, Humanities and Social Sciences

Jessica received her Ph.D. and M.A. degrees in English Language and Literature from Cornell University. During her time at Cornell, she taught First Year Writing Seminars and Expository Writing Courses. Prior to joining the Sheridan Center, Jessica served as a Lecturer in the Department of English at the University of Nebraska-Lincoln where she taught courses in literature and literary theory, women’s and gender studies, and composition and rhetoric. She has also worked as an Instructional Specialist in the Center for Teaching Excellence at Cornell.

Stacey Lawrence
Assistant Director for STEM Initiatives

Stacey supports all members of Brown’s STEM teaching and learning community by contributing to Sheridan Center programs and services. Prior to arriving at Brown, she was the Assistant Director for Graduate and Postdoctoral Teaching Development at the Yale Center for Teaching and Learning, where she focused on expanding teaching resources to the, predominantly STEM, postdoctoral community. Stacey holds a Ph.D. in Molecular, Cellular, and Developmental Biology from Yale, a M.A. in Biology from Fisk University, and a B.A. in Biochemistry and Molecular Biology from Clark University.

Workshops

Inclusive Classrooms and Conversations Series
This series considers questions of diversity and inclusion in relationship to course design and teaching. Participants discuss strategies for creating an inclusive course and teaching a diverse student body, and explore key concepts, such as implicit bias and stereotype threat.

- Inclusive Teaching for the Humanities and Social Sciences
- Inclusive Teaching for STEM
- Classroom Strategies for Working with English Language Learners
- How to Have Difficult Mentoring Conversations (Offered by University Ombuds Office)
- Crises, Meltdowns, and Everyday Angst: Supporting Students with Health or Personal Issues (In collaboration with DoC, Campus Life, CAPS, Health Services, SEAS, and BWell Promotions).
- Inclusive Feedback on Writing
- Navigating Difficult Conversations from Positions of Power and Subordination (Co-facilitated with University Ombuds Office)
- Effective and Inclusive Presentations
- Supporting Students with Disabilities with Universal Design (Offered by Jonathan Corey, Student and Employee Accessibility Services)
- Facilitating Controversial Discussions (with Matt Guterl, American Studies; Björn Sanstede, Applied Math; and Victoria Smith, Hispanic Studies)
Digital Learning

2017 Sheridan Invited Speaker: Dr. Derek Bruff, Director of Vanderbilt’s Center for Teaching and Learning, and Senior Lecturer in Mathematics

More Than Just Shiny Objects: Using Technology to Support Student Learning
Graduate Student Master Class: Visual Thinking Tools for Deep Learning

Dr. Matthew Gold, Associate Professor in English and Digital Humanities, CUNY

Digital Humanities Pedagogy

Teaching with Objects: A Sheridan Center-RISD Museum-John Carter Brown Library Collaborative Series
This collaborative workshop series invites instructors to explore object-based teaching and learning opportunities at Brown and beyond.

Unframed Objects I: Teaching with Prints, Drawings, and Photographs at the RISD Museum
Unframed Objects II: Teaching at the RISD Nature Lab
Unframed Objects III: Teaching at the Haffenreffer Museum of Anthropology
Unframed Objects IV: Teaching with African Textiles at the RISD Museum
Difficult Objects I: Teaching at the John Carter Brown Library
Difficult Objects II: Teaching at the RISD Museum

Junior Faculty Roundtable Lunch Series
This series of lunches brings new and junior faculty together with campus leaders and senior colleagues to explore a variety of faculty issues. Guests included:

Provost Richard Locke
Dean of the Graduate School Andrew G. Campbell
Dean of the College Maud Mandel
Dean of the Faculty Kevin McLaughlin
Facilitating Controversial Discussions (with Matt Guterl, American Studies; Björn Sanstede, Applied Math; and Victoria Smith, Hispanic Studies)

Teaching Student Research and Writing Skills
These workshops explore strategies for directing and responding to student work.

Responding to Student Writing
Teaching Research Skills in the Humanities and Social Sciences (Facilitated by Ian Straughn, Library)

Swearer-Sheridan Engaged Scholars Faculty Workshop Series
This collaboration between the Swearer Center for Public Service and the Sheridan Center spotlights resources and pedagogical tools for developing engaged learning experiences.

Designing and Grading Reflection Assignments with Hedy Wald (Family Medicine) and Sarah dAngelo (Theatre Arts and Performance Studies)
Designing an Engaged Capstone Course with Akilah Dulin Keita (Public Health), Chris Bull (Engineering) and Ian Gonsher (Engineering)

Academic Job Search Series
The Academic Job Search workshop series is co-sponsored by CareerLAB.

Creating a Teaching Portfolio
Writing a Teaching Statement in the Humanities and Social Sciences
Writing a Teaching Statement in STEM
Planning a Teaching Demonstration
English Language Learning

The ELL team provides linguistic and cultural support for members of the Brown community whose first language is not English. With the addition of the ELL Specialist this year, ELL was able to expand its offerings, especially those for multilingual graduate students. Language and culture workshop series offered opportunities to practice a variety of skills, such as reading the newspaper, delivering presentations, and using slang, while individual appointments with the ELL team provided personalized assistance on academic writing and speaking, and U.S. cultural norms. The Language Partners Program paired individuals with different language backgrounds to support each other with their additional language skills, dividing their time between two languages. Additionally, the International Writers’ Blog provided a space for students to share perspectives on language, culture, and identity with the Brown community in weekly online publications.

Anne Kerkian
Assistant Director
Anne Kerkian earned her B.A. in English and Theater/Drama from Indiana University, and her M.A. in TESOL from SIT Graduate Institute. Before coming to Brown, Anne worked as an ESL instructor with students of all ages in South Korea, Argentina, and Costa Rica. Anne also taught at Northern Essex Community College and at the A.C.E. Language Institute at URI.

Sara Gramley
ELL Specialist
Sara Gramley earned her B.A. in Spanish and her M.A in the Teaching of English as a Second Language from the University of Illinois at Urbana-Champaign. Before coming to Brown, she taught English language courses for international students at the University of Illinois, Boston University, Harvard University, and Roxbury Preparatory Charter School.

11 “Navigating Life at Brown” cultural workshops, led by ELL Graduate Fellow
26 Different first languages represented in workshops and individual meetings
644 Individual support meetings held in the 2016-2017 academic year
157 Sets of partners matched in the Language Partners Program
20 Writing Center Associates who completed ELL professional development training
4 Luncheons hosted by the International Writers’ Blog
41 Individual language and culture workshops offered through workshop series
20 Meetings of the Brown Bag News Group
Writing

Key highlights of the Writing Center’s work include:

Relocating to the Fifth Floor of the Sciences Library
Assessment data from writing center surveys indicates that writing associates and coaches nurtured a welcoming and inclusive environment as we inaugurated our new space on the 5th floor of the Sciences Library. Feedback from writers includes (871 respondents):

• Nearly all (99%) agreed that their associate listened carefully and offered concrete suggestions for moving forward
• Most (82%) reported that their work with an associate would help improve their future writing
• The vast majority (96%) of writers agreed that they would feel comfortable returning to the Writing Center for more help with their writing in the future

Open-ended responses explicitly noted the welcoming environment, such as this comment, “It was organized very nicely and had a calm and soothing environment which facilitated a very relaxed and helpful exchange.”

Supporting Writing Across the Curriculum
The Writing Center facilitated 3,526 60-minute consultations with 1,261 unique writers working on assignments in over 60 different subject areas. The Center also supported faculty’s work by:

• developing web guides for the writing check process
• offering one-on-one consultations for 30 faculty members
• facilitating peer response workshops in courses, including asynchronous virtual sessions

Professionalizing TAs and Future Faculty
During the 2016-2017 academic year, the writing center employed over 35 graduate writing associates representing 17 different programs (see page 26), supported by paid professional development to support future faculty. End-of-term feedback from associates indicated that the professionalization initiative was valued: “The work you’ve put into organizing professional development series and other initiatives have reinvigorated my excitement about working at the Center.”

Cultivating a “Braided” Approach to Supporting Research and Writing
The Writing Center partnered with subject librarians to:

• offer daily one-on-one research and writing consultations to graduate student participants in a week-long dissertation writing retreat in January
• provide Friday research and writing consultations in the Writing Center during the month leading to finals in the spring semester
• incorporate meetings with subject librarians in the writing fellows calendar
Stacy Kastner  
*Associate Director, Writing Center*

Stacy received her B.A. and M.A. in English from St. Bonaventure University and her Ph.D. in Rhetoric and Writing from Bowling Green State University. She served as an Assistant Professor of English and Associate Director of the Writing Center at Mississippi State University before joining the Sheridan Center for Teaching and Learning as the Associate Director of the Writing Center.

Lawrence Stanley  
*Interim Director, Writing Center*

In addition to serving as Interim Director (AY16-17), Lawrence is a Senior Lecturer in English and Co-Director of the Nonfiction Writing Program. He received his B.A. in English from Covenant College; a Masters in English from the University of Maine; and a PhD in Philosophy and English Language and Literature (1992) from the University of Oxford.

*The Writing Fellows program was one of the most transformative communities I’ve been a part of at Brown. It helped me define my passion for encouraging students to develop as writers in a collaborative environment.*

-Writing Fellow
Internal and External Service

**SERVICE TO BROWN**

**Committee Service**
- Academic Technology Steering Committee
- Brown Fulbright Committee
- College Curriculum Committee
- Dean of the College Senior Leadership
- Digital Teaching and Learning Website working group
- Digital Teaching and Learning Strategy Group
- DIAP Working Group, Graduate School
- Educational Faculty Development Oversight Committee, Medical School
- Engaged Scholarship and Broader Impacts Committee
- Howard Hughes Medical Institute (HHMI) Committee
- Initiative for Maximizing Student Development (IMSD) Internal Advisory Board
- Library Advisory Board
- NEASC Subcommittee on Undergraduate Education
- Next Phase of the Classroom Committee
- Translation Services Working Group
- Writing Across the Curriculum Committee

**Department/Program Service**

**Cross-campus**
- Organization of university teaching awards ceremony
- Facilitation of AAU Summit on Sustaining Transformative Change
- Assistance with assessment for institutional HHMI grant, Innovation in Gateway STEM Courses

**Office of the President**
- Presentation for Spring President’s Leadership Council

**Office of the Provost**
- Presentation for Chairs and Directors meeting on Facilitating Difficult Discussions in the Classroom
- Presentation for Chairs and Directors meeting on key findings from Course Drop Study

**Office of Campus Life**
- Facilitation of three English Language Learning workshops for the International Mentoring Program
- Presentation for Office of the Chaplains and Religious Life on college student identity development and interfaith learning assessment
- Presentation to Athletic staff and peer tutors about tutoring best practices and policies

**Office of Global Engagement**
- Presentation to Global Brown Coordinating Committee about ELL programs and support services

**Office of Institutional Diversity and Inclusion**
- Workshop on Inclusive Feedback on Writing for OIDI Professional Development Day
- Workshop facilitated in collaboration with Brown University Ombuds Office on Navigating Difficult Conversations from Positions of Power and Subordination for OIDI Professional Development Day

**Dean of the College**

**Office of Dean of the College**
- Development of online resources in support of NEASC syllabus requirements
- Assistance with development of new advising module for incoming students
- Facilitation of workshop on implicit bias for STEM TEAM Group
- Facilitation of “practice pitch” sessions for Wintersession
- Advising for International Writers’ Blog
- Workshop for Global Experiential Learning and Teaching (GELT) Program
- Presentation at DoC staff meeting on key new findings about college student learning and experiences
- Assistance with development of a writing workshop for academic coaching
- Consultation on development of a writing-intensive orientation for Mellon Mays Fellows
- Consultation on Excellence at Brown for Presidential Scholars Program
- Feedback on Wintersession evaluation
- Coordination/Oversight of the Writing Upload: 13 in Fall 2016; 3 in Spring 2017
- Coordination/Oversight of Writing Check: 11 checks addressed or cleared in Fall 2016; 46 checks addressed or cleared in Spring 2017
- Reader for Undergraduate Distinguished Thesis Prize

**CareerLAB**
- Facilitation of “Telling Your Professional Story” workshop for day-long program for international graduate students
Co-facilitated two-part “Speaking and Writing for Success on the Job Market” series for international graduate students

**Science Center**
Workshop for Brown Science Prep mentors about ELL best practices

**Swarer Center**
Three workshops for Brown Refugee Youth Tutoring and Enrichment (BRYTE) program on supporting ELL learners and considerations for cross-cultural learning
Writing Workshop and Panel for Bonner Community Fellows
Consultation on assessment

**Departments and Degree Programs**

**Africana Studies**
Presentation of department-specific course drop study results

**American Studies**
Workshop for graduate students on teaching philosophies
Writing Fellows course: ETHN 0090A, The Border/La Frontera

**Anthropology**
Writing Fellows courses:
- ANTH1120-S01, Peoples and the Cultures of the Americas
- ANTH1224-S01 Human Trafficking, Transnationalism, and the Law

**Applied Math**
Presentation of department-specific course drop study results

**Biology**
Presentation of department-specific course drop study results
Resources on inclusive teaching
Tutoring sessions for BIOL 0200, 0260, 0470, 0530, 0800
Writing Fellows course: BIOL 0160, Plants, Food, and People
Consultation on audio and video recording policies

**Center for Biomedical Informatics**
Evaluation plan for R25 NIH institutional training grant

**Chemistry**
Tutoring sessions for CHEM 0100, 0330, 0350, 0360

**Cognitive, Linguistic, and Psychological Sciences**
Facilitation of a diversity-oriented training workshop on difficult conversations for undergraduate teaching assistants
Tutoring sessions for CLPS 0900

**Comparative Literature**
Writing Fellows course: COLT 0710N, A Comparative Introduction to the Literatures of the Americas

**Computer Science**
Analysis and presentation on department climate measures
Presentation of department-specific course drop study results

**Earth, Environmental, and Planetary Sciences**
Writing Fellows courses:
- GEOL 0240-S01, Earth: Evolution of a Habitable Planet
- GEOL0160I-S01, Diamonds

**East Asian Studies**
Tutoring for CHIN 0100-0400 and JAPN 0100-0400

**Economics**
Organization and facilitation of September and January New Undergraduate Teaching Assistant Orientations
Facilitation of formative feedback for new Undergraduate Teaching Assistants
Tutoring sessions for ECON 0110, 1110, 1210, 1620, 1710

**English**
Instruction of English 1190M: The Theory and Practice of Writing (Fall 2016)
Participation in external review

**School of Engineering**
Presentation of department-specific course drop study results
Assistance with assessment for ENGN 90
Facilitation of sessions for Spring UTA Orientation
Tutoring sessions for ENGN 0030, 0040, 0510, 0520, 0720
Writing Fellows courses:
ENGN 1010-S01 & S02 The Entrepreneurial Process: Innovation in Practice
ENGN 0120A-S01 Crossing the Consumer Chasm by Design

French Studies
Tutoring for FREN 0100-0400

Gender and Sexuality Studies
Writing Fellows course: GNSS 0090C, Reproductive Health: Science and Politics

German Studies
Writing Fellows course: GRMN0750F-S01, Historical Crime Fiction

Graduate School
Development and facilitation of January Dissertation Retreat
Facilitation of “The 30-Second Elevator Pitch” workshops for graduate international student orientation
Mentorship of ELL Graduate Fellow

Hispanic Studies
Tutoring for HISP 0100-0400

History
Fall 2016 New TA Orientation panel on best practices in providing writing feedback and support to undergraduate ELL students
Presentation of department-specific course drop study results

Workshop for graduate students on Course Design
Writing Fellows courses:
HIST 0537B, Tropical Delights: Imagining Brazil in History and Culture
HIST0537A-S01
HIST0580M-S01 The Age of Revolutions, 1760-1824

Italian Studies
Writing Fellows course:
ITAL0950-S01, Introduction to Italian Cinema: Italian Film and History

Institute at Brown for Environment and Society
Writing Fellows course:
ENVS0070C-S01, Transcending Transportation Impacts

Mathematics
Tutoring sessions for MATH 0050, 0060, 0090, 0100, 0170, 0180, 0190, 0200, 0520

Medical School
Consultation and letter of support for multi-institutional NIH Clinical and Translational Science Award grant

Neuroscience
Consultation on curricular mapping
Tutoring sessions for NEUR 0010, 1020, 1030

Philosophy
Advisement on classroom climate survey revisions
Presentation of department-specific course drop study results
Tutoring sessions for PHIL 0540

Physics
Presentation of department-specific course drop study results
Consultations on diversity & inclusion workshops
Tutoring sessions for PHYS 0030, 0040, 0050, 0060, 0070
Panelist for Graduate Resources Luncheon on ELL resources available to graduate students
Presentation of two-part “Writing a Personal Statement” workshop series for international graduate students

Portuguese and Brazilian Studies
Writing Fellows course: POBS 0990-S01, Mapping Cross-Cultural Identities

Modern Culture and Media
Faculty workshop on Facilitating Difficult Discussions
Consultation on inclusive teaching

Music
Presentation of department-specific course drop study results
Consultation on inclusive teaching

School of Professional Studies
Two workshops on Teaching a Summer@Brown course
Search Committee for Director of Online Learning
Provision of resources on diversity and inclusion syllabus statements
Handouts and Introductions at Summer at Brown Instructor Orientation
Resources for and Consultation on "A Writing Curriculum at Brown University’s School of Professional Studies (SPS)"

School of Public Health
Development and facilitation of two, 10-week workshop series:
- Scientific Writing for Biostatistics
- ELL Writing for Graduate Students: From the Thesis to the Job Search
Writing presentation for Master’s of Public Health Program Orientation
Consultation with Department of Behavioral and Social Sciences faculty meeting about inclusive teaching
Writing Fellows courses:
- PHP 0030-S01, Health of Hispaniola
- PHP1070-S01, The Burden of Disease in Developing Countries

Slavic Studies
Tutoring for RUSS 0100-0400
Writing Fellows courses:
- CZCH 0320A, Czech Animation: Cross-Cultural Dialogs
- RUSS1290-S01, Russian Literature in Translation I: Pushkin to Dostoevsky

Sociology
Panelist for PhD student panel on the academic and non-academic job market
Tutoring sessions for SOC 1100, 1110
Writing Fellows courses:
- SOC 0300D-S01, Who Am I?
- SOC0020-S01, Perceptions on Social Interaction: Introduction to Social Psychology

Watson Institute
Workshop for postdoctoral scholars on Facilitating Controversial Discussions

EXTERNAL SERVICE
Professional Associations
President, Professional Organizers and Developers (POD) Network
Executive, Finance, Governance, Core Committees; Professional Organizers and Developers (POD) Network
Reviewer, Association for the Study of Higher Education
Consultant, myPROfolio Learning Management System, ACPA - College Student Educators International

Review Work
Anatomical Sciences Education
Association for the Study of Higher Education
Computers and Composition
Computers and Composition Online
Higher Education
International Journal for Academic Development
Science Advances

Consortium Participation
Ivy+ Learning Services
Ivy+ Teaching and Learning Centers
Ivy+ Writing Centers
Rhode Island Writing Center Roundtable
Our People

Sheridan Staff

Pictured left to right, front row: Debra McEleney, Anne Kerkian, Jessica Metzler, Stacy Kastner. Back row: Marc Lo, Janet Peters, Sara Gramley, Stacey Lawrence, Mary Wright. Not pictured: Vania Figueiredo, Lawrence Stanley

Head Graduate Teaching Consultants & Fellows

Alexandra Mathwig  
Head Teaching Consultant, History of Art and Architecture

Ryan Maloney  
Head Teaching Consultant, Neuroscience

Jennifer Thum  
Head Teaching Consultant, Joukowsky Institute for Archaeology and the Ancient World

Xiao Yizhi  
ELL Fellow, Comparative Literature
Graduate Teaching Consultants

Back row, left to right: Nathalie Oulhen, Michel van Veldhuizen, Timothy Turnbull, Alyssa Anderson, Benjamin Fancy, Benjamin Parks, Samantha Lash; Third row, left to right: Emine Yalcin, Emily Contois, Pinar Durgun, Laura Chilson, Jon Nelson; Second row, left to right: Robyn St. Laurent, Teresa Clifton, Ryan Maloney, Robert Kashow, Richard Vachula; Front row, left to right: Valerie Estela, Jennifer Thum, Terik Daly, Amanda Howard

Not Pictured: Rohitvarma Basavaraju, Sam Caldis, Charles Carroll, Rui de Carvalho, Lia Dykstra, Jennifer Forcina, Eva Gomez Garcia, Haley Goodwill, Jenna Kotak, Mary Leuchak, Kristina Mallory, Alexandra Mathwig, Kimberly Neil, Jessica Nelson, Arielle Nitenson, Giovanna Roz Gastaldi, Veronica Ryan, Keith Spangler, Adam Spierer, Dorin Smith, Catherine Steidl, Robert Thorn, Meghan Wilson, Valerie Zabala

This was, by far, the most helpful and wonderful workshop during my six years at Brown.

— Brown graduate student
Writing Coaches and Associates

Writing Coaches
Dr. Mary-Jo Haronian
Ph.D., English and Women's Studies
Dr. Alizah Holstein
Ph.D., History
Dr. Michael Robinson
Ph.D., English Literature

Writing Associates
Bethany Almedia, Biomedical Engineering
Alyssa Anderson, American Studies
Felicia Bevel, American Studies
Charles Carroll, History
Harrison (Harry) Chalmers, Philosophy
Benjamin (Ben) Fancy, French Studies
Nicholas Friesner, Religious Studies
Laura Gallant, MAT
Maggie Goddard, American Studies
Alexis Grant, Behavioral and Social Health Sciences
Louis Gularte, Philosophy and Cognitive Science
Brian Horton, Anthropology
Robert Kashow, Religion Studies; Anthropology
Caroline Kory, Religious Studies
Becca Krasner, French
Nathan Lee, MCM
Evan Levine, Archaeology
Peter Levins, History of Art and Architecture
Emma Lloyd, Comparative Literature
Natalie Lozinski-Veach, Comparative Literature
Alex Marko, Archaeology and the Ancient World
Chad Marxen, Philosophy
Mika Matsuno, Sociology & History
Kathryn McBride, Archaeology
Jamison Meader, Comparative Literature and Education
Thomas Moore, Philosophy
Cole Morgan, English
Tavid Mulder, Comparative Literature
Caleb Murray, Religious Studies
Eve O’Connor, History
Michelle Rada, English
Rithika Ramamurthy, English
Miriam Rothenberg, Archaeology and Geology
Dorin Smith, English
Kerry Sonia, Religious Studies
Catherine Steidt, Archaeology
Michiel van Velduizen, Classics
Edward Wildanger, Comparative Literature
Ida Yalzadeh, American Studies
Christopher Yates, English

Writing Fellows

Back row, left to right: Luiza Silva, Naishad Kai-Ren*, Mika Matsuno, Jonas Johnson, Claribel Wu, Daniel Rapuano, Pia Ceres*, Ryan Walsh, Yixuan Wang, Jamison Meader, Kanitta Wang, Miles Taylor, Kelton Ellis, Asa Burroughs, Marianna McMurdoch, Elias Bresnick, Elisabeth Borst, Luk Yean, Liza Yeager; Front row, left to right: Lindsey Owen, Roshan Moazed, Makedah Hughes, Daven McQueen, Naima Msechu, Cristina Ballarini, Devika Girish, Margot Witte, My Tran, Asey Koh*, Blake Planty

Not Pictured: Erica Adarkwa, Agnes Chan, Lilian Cruz, George Esselstyn, Duncan Gallagher, Mia Gold, Shehryar Hasan, Yasmine Hassan, Anna Hundert, Sophie Kasakove, Lisa Lee, Emma Lloyd, Jonah Max, Cameron Neath, Calvin Nickelson, Hannah Pasternak, Elbert Wang, Claribel Woo*

*Writing Fellows Professional Development Committee
Academic Tutors

Gur Agci
Yokabed Ashenafi
Artur Avkhadiev
Cathy Bai
Shmuel Barkan
Isabelle Bauman
Alexander Behnke
Christopher Bey
Felix Biver
Dolan Bortner
Emily Briggs
Yueming Cao
Can Cao
Joseph Capani Jr.
Luis Carrete
Jason Chan
Kevin Chen
Jessica Cheng
Rebecca Cheng
Rebecca Chernick
Joshua Chipman
Brian Cho
Nicholas Chuan
Elizabeth Cosby
Anna Croley
Iris Cronin
Olivia Cummings
Jonathan Davies
Gabriela de Queiroz Campos
Matthew Dudak
Ibtihal Elfaki
Cameron Etebari
Jonathan Famery
Yvonne Fong
Ruth Foster
Mizan Gaillard
Brian Gilbert
Claran Godfrey
Howard Gonzalez Navarrete
Dante Gordon
Nathaniel Hanson

Jake Heinlein
Quinton Huang
Stella Huang
Aoying Huang
Bethany Hung
Yuki Inaba
Oliver Isik
Liesl Jaeger
Joy Jiang
Richard Jiang
Claudia Jiang
Lucas Johns
Jack Karafotas
Anthony Kariuki
Jesse Kass
Nicole Kaufmann
David Kim
Heesoo Kim
Anuj Krishnamurthy
Anand Lalwani
Sarah LaMacchia
Bowie Lee
Walker Lee
Andrew Linder
Amy Lipman
Gregory Lowry
Noemaikaealohaiku `ulei Lum
Lilibeth Martinez
William Duncan Martinson
Philip Mathieu
Margaret Matsui
Keith Mills
Anthony Minnah
Rohith Nagari
Isaac Oda-Bayliss
Joshua Orlowitz
Carin Papendorp
Andrew Park
Nikhil Patel
Daniela Paternina
Matthew Pearson

Jessica Pinkney
Tanaya Puranik
Aziz Rangwala
Elizabeth Rao
Mira Reichman
Caroline Ribet
Zachary Ricca
Julia Rock
Margaret Rowe
Thabo Samakhoana
Katherine Schmidt
Preston Schwartz
Benjamin Seifert
Anna Seto
Sreyashi Sharmin
Shaunak Shende
Michael Sielski
Abigail Skerker
Malwina Skowron
Samantha Spear
Shanze Tahir
Yu Tanifuji
Brittani Taylor
Alexander Tepper
Jason Thomas
Hannah Velasquez
Beatriz Vilela dos Reis Vianna
Andre Vogel
Claire Walker
Hans Wang
Gordon Chandler Werthmann
Bohao Wu
Yema Yang
Jessica Yu
Michelle Zabat
Mario Zaharioudakis
Aolin Zhang
Eric Zhong
Advisory Boards

Sheridan Center Faculty Advisory Board
Clyde Briant, Engineering
Elizabeth Harrington, Division of Biology and Medicine
Susan Harvey, Religious Studies
Michael Kennedy, Sociology and International and Public Affairs
Rossi Luo, Public Health-Biostatistics
Maud Mandel, Dean of the College and History & Judaic Studies
Björn Sanstede, Applied Mathematics
Daniel J. Smith, Anthropology
Katherine Smith, Biology
Susan Smulyan, American Studies
Jane Sokolosky, German Studies
Jan Tullis, Earth, Environmental, and Planetary Sciences
James Valles, Physics
Nelson Vieira, Portuguese & Brazilian Studies

Sheridan Center Graduate Student Advisory Committee
Rohit Basavaraju, Physics
Amanda Boston, Africana Studies
Emily Contois, American Studies
Terik Daly, Earth, Environmental and Planetary Sciences
Valerie Estela, Neuroscience
Ben Fancy, French Studies
Ryan Maloney, Neuroscience
Ali Mathwig, History of Art and Architecture
David Mittelman, Portuguese and Brazilian Studies
Jen Thum, Archaeology and the Ancient World
Xiao Yizhi, Comparative Literature

Academic Tutoring Undergraduate Leadership Board
Emily Briggs, Applied Mathematics and Biology
Jake Heinlein, Chemical Engineering
Stella Huang, Economics
Lucas Johns, Mathematical Physics
Anand Lalwani, Engineering Physics
Gregory Lowry, Chemistry and Anthropology
Keith Mills, Mathematics
Miranda Norlin, Biology
Aziz Rangwala, Biochemistry and Molecular Biology
Zach Ricca, Biomedical Engineering

Writing Center Steering Committee/Leadership Committee
Bethany Almedia, Biomedical Engineering
Charles (Charlie) Carroll, History
Benjamin (Ben) Fancy, French Studies
Becca Krasner, French
Kathryn McBride. Archaeology
Larry Stanley, Interim Director of the Writing Center and Co-Director of Non-Fiction Writing Program, English
Catherine (Catie) Steidl, Archaeology

Writing Fellows Student Leadership
Student Directors
Naishad Kai-Ren, History and Middle Eastern Studies
Mika Matsuno, History and Sociology

Diversity and Inclusion Fellows
Erica Adarkwa, Sociology
Makedah Hughes, Comparative Literature
Mika Matsuno, History and Sociology
Liaisons

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Faculty</th>
<th>Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>Ryan Mann-Hamilton</td>
<td>Warren Harding</td>
</tr>
<tr>
<td>American Studies</td>
<td>Elena Shih</td>
<td>Emily Contois</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Jessaca Leinaweaver</td>
<td>Alexandra Peck</td>
</tr>
<tr>
<td>Applied Math</td>
<td>Mark Ainsworth</td>
<td>Kristina Mallory &amp; Ross Parker</td>
</tr>
<tr>
<td>Archaeology &amp; the Ancient World</td>
<td>Laurel Bestock</td>
<td></td>
</tr>
<tr>
<td>Center for Language Studies</td>
<td>Barbara Gourlay</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Sandra Russo-Rodriguez</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>Kathleen Hess</td>
<td></td>
</tr>
<tr>
<td>Cognitive, Linguistic &amp; Psychological Sciences</td>
<td>Elsa Amanatidou</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Ruth Colwill</td>
<td></td>
</tr>
<tr>
<td>Earth, Environment &amp; Planetary Sciences</td>
<td>Kenneth Haynes</td>
<td></td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>Tom Doepnner</td>
<td></td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology(EEB)</td>
<td>Jan Tullis</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Hiroshi Tajima</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Stephen Porder</td>
<td></td>
</tr>
<tr>
<td>Egyptology &amp; Ancient Western Studies</td>
<td>Pedro Dal Bo</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Dan Bisaccio</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Laurel Bestock</td>
<td></td>
</tr>
<tr>
<td>French Studies</td>
<td>Clyde Briant</td>
<td></td>
</tr>
<tr>
<td>German Studies</td>
<td>Catherine Imbriglio</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Benjamin Fancy</td>
<td></td>
</tr>
<tr>
<td>History of Art &amp; Architecture</td>
<td>Jane Sokolosky</td>
<td></td>
</tr>
<tr>
<td>International Relations</td>
<td>Jill Kuhnheim</td>
<td></td>
</tr>
<tr>
<td>Italian Studies</td>
<td>Nancy Jacobs</td>
<td></td>
</tr>
<tr>
<td>History of Art &amp; Architecture</td>
<td>Jeffrey Moser</td>
<td></td>
</tr>
<tr>
<td>International Relations</td>
<td>Claudia Elliot</td>
<td></td>
</tr>
<tr>
<td>Literary Arts</td>
<td>Cristina Abbona-Sneider</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Virginia Krause</td>
<td></td>
</tr>
<tr>
<td>Modern Culture and Media</td>
<td>Justin Holmer</td>
<td></td>
</tr>
<tr>
<td>Molecular Biology, Cell Biology &amp; Biochemistry</td>
<td>Joan Copjec</td>
<td></td>
</tr>
<tr>
<td>Molecular Pharmacology, Physiology &amp; Biotechnology</td>
<td>Mark Johnson</td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Chi Ming Hai</td>
<td></td>
</tr>
<tr>
<td>Pathobiology Graduate Program</td>
<td>Joshua Tucker</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Monica Linden</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Jonathan Reichner</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Nina Emery</td>
<td></td>
</tr>
<tr>
<td>Modern Culture and Media</td>
<td>Dave Cutts</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Ross Cheit</td>
<td></td>
</tr>
<tr>
<td>Portuguese &amp; Brazilian</td>
<td>Catherine Dube</td>
<td></td>
</tr>
<tr>
<td>Public Health: Behavioral &amp; Social Sciences</td>
<td>Peter McGrath</td>
<td></td>
</tr>
<tr>
<td>Public Health: Biostatistics</td>
<td>Cici Bauer</td>
<td></td>
</tr>
<tr>
<td>Public Health: Health Services, Policy &amp; Practice</td>
<td>Renee Shield</td>
<td></td>
</tr>
<tr>
<td>Public Health: Health Services, Policy &amp; Practice</td>
<td>Andre Willis</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Lynne deBenedette</td>
<td></td>
</tr>
<tr>
<td>Slavic Languages</td>
<td>Josh Pacewicz</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Spencer Golub</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts &amp; Performance Studies</td>
<td>Ed Osborn</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Arts &amp; Performance Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Publications


Wright, M. C., Bergom, I, & Bartholomew, T. (forthcoming). Decreased class size, increased active learning?: Intended and enacted teaching strategies in smaller classes. Active Learning in Higher Education.

Wright, M. C., Goldwasser, M., Jacobson, W., Dakes, W. C. Assessment from an educational development perspective. To Improve the Academy, 36(1): 39-49.

Conference Presentations


Lo, M. A., Kennedy, D., & Stevens Jr., R. (2017, March). *Transform your professional development and activate the potential of ACPA’s myPROfolio.* Professional development session presented at the annual conference for American College Personnel Association (ACPA) – College Student Educators International. Columbus, OH.


Metzler, J. (2016, November) *Re*designing graduate student professional development programs to foster deep learning. Workshop presented at annual POD Conference. Louisville, KY.


I can’t thank you enough for your generosity and patience helping me understand how the project should be posed as education research and what details and references should be in there.

—Consultation on educational grant