“You all have really put work into designing a process that brings students and teachers into CONVERSATION.”

— Early Student Feedback participant
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Ten years ago, higher education scholars (O’Meara, Terosky, and Newmann, 2008) published a literature review about the stories we tell about higher education. They argue that while “narratives of constraint” are most frequently told in the popular press, this lens obscures another important view, “narratives of growth,” which acknowledge constraints but also document “change that occurs ...that allows [people] to bring new and diverse knowledge, skills, values, and professional orientations to [their] work” (p. 24).

In the case of teaching, this story is important to tell because opportunities for instructors to learn about teaching – like the programs offered by the Sheridan Center – are associated with satisfaction, sense of colleagueship, and intent to stay at the university (O’Meara et al., 2017).

This letter will be a strong narrative of growth about the Sheridan Center, for good reason. Over the past year, Sheridan developed several new initiatives to better serve Brown’s teaching and learning communities. Additionally, Sheridan staff served on a number of committees to support key university initiatives, such as re-design of the course feedback system (p. 16) and NEASC re-accreditation.

Several new initiatives were developed as part of the Brown Learning Collaborative, which supports intergenerational teaching teams (faculty-graduate TAs-undergraduate TAs) to focus on undergraduate learning of key “21st-century skills” – like writing, problem solving, and research – in Brown’s rich open curriculum. A generous donation allowed Sheridan to develop and offer a new course for STEM undergraduate TAs on the “Theory and Practice of Problem Solving” (p. 19) and to initiate a parallel multi-part program for faculty and TAs (p. 18).

Meanwhile, the Writing Fellows program grew in size (p. 13), while the “Writing Across the Curriculum Seminar” for faculty and graduate students finished its first cohort and is now beginning its second (p. 17).

Our learning support areas also creatively increased their program offerings, to simultaneously build students’ academic skills and sense of inclusion. English Language Learning developed two new programs: an international graduate student orientation and an innovative staff-international student mentoring program that builds bridges for both of these important constituencies (p. 12). Brown’s academic tutoring model continued to innovate, with the result of increased access for high-need students (p. 15).

To end, I would like to thank Debra McEleney and Vania Figueiredo for cheerfully supporting these new programs, in addition to Sheridan initiatives like its three large certificates, new faculty and TA orientations, Excellence at Brown, and over 30 seminar series workshops. Finally, I would like to thank Dean Maud Mandel, who ends her service to Brown on June 30, for her support that enabled the growth of the Center in these important ways. Her own ability to see narratives of growth set the stage for the vision of the Learning Collaborative and the Sheridan Center. We look forward to building on these narratives with Dean Zia.

A Year in Review

June 2017
Stacy Kastner hosts the Rhode Island Writing Center Roundtable

August 2017
Christina Smith begins as Assistant Director, Undergraduate Instructional Development

English Language Learning's Sara Gramley starts new pre-orientation program for incoming international grad students.

September 2017
New increased access tutoring system is piloted, developed by Janet Peters

October 2017
Anne Kerkian (English Language Learning) begins new Conversation Partners Program
Asao Inoue visits as Writing Center invited speaker, for National Day on Writing

November 2017
Mary Wright gives Presidential Address at POD Network in Higher Education Conference

January 2018
Marc Lo attends inaugural Truth, Racial Healing, and Transformation Centers Institute, in support of Brown’s AAC&U grant
Christina Smith develops a new course, The Theory and Practice of Problem Solving, for the Brown Learning Collaborative

March 2018
Stacey Lawrence and Marc Lo develop new Problem-Solving Course Design series, for faculty participants in the Brown Learning Collaborative

April 2018
Rachel Niemer visits as invited Teaching Consultants speaker

May 2018
First cohort from the Writing Across the Curriculum Seminar, developed by Jessica Metzler, recognized at University Teaching Awards Ceremony
IMPACT AND REACH

4,135 individuals served by the Sheridan Center*

- 1,802 Undergraduate Students
- 495 Faculty
- 1,383 Graduate and Professional Students
- 224 Administrators and Staff
- 72 Postdoctoral Scholars
- 16 Alums
- 9,040 services offered to Brown’s teaching and learning communities*
  - 3,022 Writing
  - 2,927 Educational Development & Assessment
  - 1,791 Academic Tutoring
  - 1,300 English Language Learning

*June 1, 2017 - May 31, 2018
**NEW INITIATIVES FOR 2017-18**

**Brown Learning Collaborative: Problem Solving**

Sheridan developed a new area of the Brown Learning Collaborative, focused on problem solving. This initiative included a new problem-solving fellows course for undergraduates and a course design institute for faculty and graduate students.

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**Conversation Partners Program**

This new ELL program paired 32 Brown staff with 39 international students and scholars for English conversation and cultural exchange.

“I really enjoy the conversations with my partner from China. I learn something new about his country every time we meet. Participation in this program makes me feel more useful to the Brown community.”

— Maria Sokolova, Academic Program Manager, Program in Medieval Studies

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**Course-Embedded Writing Support**

Through expansion of the Writing Fellows program and new in-class writing workshops, the Writing Center enhanced the support offered to faculty to teach writing in their discipline.

**Course Feedback Form Committee**

Two Sheridan staff members served on a university-wide committee to develop and pilot a new learning-centered course feedback form. The committee also recommended that academic units should adopt a multi-modal evaluation of teaching effectiveness, using at least one other source of information (e.g., peer observation).

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**Increased Access to Academic Tutoring**

To respond to increased demand, academic tutoring reconfigured its access process, moving away from a first-come, first-served model. An open access period and three- and six-person tutor groups allowed the program to offer 353 sessions (up from 268 group sessions last year).

“Thank you for all your work and time to create this observation. This fellowship and the exercises have generated exactly the kinds of useful ideas that I will continue to put into practice.”

— Jason Protass, Religious Studies

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**Junior Faculty Teaching Fellows**

This yearlong learning community provides the opportunity for junior faculty from across the disciplines to discuss teaching and learning. Participants also observe each others’ courses and receive feedback on their teaching.
Sheridan 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 promotes effective liberal learning, encourages ongoing professional development, and fosters reflective teaching and learning.

Key Goals and Illustrative Activities, 2016-2021
In 2016-17, the Center engaged in an intensive process of strategic planning. Key goals and illustrative activities for 2017-18, the second year of the strategic plan, are identified below. The full five-year plan can be found at: brown.edu/go/SheridanStrategicPlan

Goal 1: Responsiveness to institutional priorities: Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans:

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.

Year 2: In Spring 2018, Sheridan offered “The Theory and Practice of Problem Solving” for students concurrently serving as STEM undergraduate TAs. The Center also offered a three-part program on designing effective problem-solving assignments. Both the Writing Fellows program and a Writing Across the Curriculum Seminar were offered as well.
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.

Year 2: Principles of inclusive teaching were embedded in all Sheridan orientations and large programs. Additionally, more than 20 campus-wide and department-specific workshops, serving over 300 instructors, were offered. The Sheridan newsletter distributed five issues on inclusive teaching topics, and the inclusive teaching section of the website received over 2,500 visitors.

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.

Year 2: The Junior Faculty Fellows program was reinstated, offering a year-long professional development community for early career faculty. Twice-yearly dissertation writing retreats, with additional writing groups, are now offered for advanced graduate students. A new faculty-coaches learning community brought together tenured professors and athletic coaches to discuss shared mentoring and teaching work.

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

Year 2: Both the Writing Across the Curriculum Seminar and the Problem-Solving Course Design Institute facilitated the development of intergenerational teaching teams. In 2017-18, five faculty teams completed the writing program with a graduate student or undergraduate collaborator, and three faculty began the longer-term problem-solving initiative with a team of this nature. (For the shorter problem-solving workshops, there were 19 faculty, 4 graduate students, and 2 postdocs.)

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.

Year 2: In Fall 2017, Sheridan and ITG co-hosted a lunch to discuss possibilities for collaboration. Two collaborative workshops were offered in Spring 2018, and ITG has been a tremendously supportive partner for developing a new online quantitative pre-orientation program, Vertex. Sheridan also collaborates with the School of Professional Studies by offering support for teaching and student writing in Summer@Brown.

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.

Year 2: A 2017-18 assessment of Excellence at Brown, a writing-focused pre-orientation program, found that participants take a writing-intensive course earlier than comparable non-participants, and they pass at the same rate. Additionally, Sheridan offered a new English Learning Program for incoming international graduate students, and academic tutoring was reconfigured to better meet students’ needs, moving away from a first-come, first-served model.
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.

Year 2: Sheridan offered assessment support to programs engaging in CCC concentration review. Sheridan staff also offered expertise responsive to committees working on key campus initiatives, such as NEASC re-accreditation and evaluation of Brown’s student ratings instrument.

Sheridan Diversity and Inclusion Action Plan (DIAP)

Key goals and illustrative activities for Sheridan’s DIAP (2017-18) are noted below. The full report can be found at brown.edu/sheridan/about.

Goal 1: Develop staff capacity through hiring and professional development to support diversity and inclusion in teaching and learning contexts.

Between June 1, 2017, and May 31, 2018, Sheridan hired one new staff member and collaborated on a hire of one new faculty member, both of whom identify as members of historically underrepresented groups. Sheridan also collaborated on the hire of a HHMI postdoctoral fellow, who is located in the center and is a woman in STEM. For professional development, all Sheridan professional staff attended at least one conference session or on-campus opportunity about diversity and inclusion and presented key ideas and materials to other Sheridan staff at the Center’s monthly meeting. Monthly reading groups, organized on a rotational basis by Sheridan staff, also engaged in professional development around research on diversity and inclusion. Program-specific information can be found at brown.edu/sheridan/about.

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

For faculty and graduate TA development, Sheridan embedded principles of inclusive teaching in its New Faculty and New Graduate TA Orientations, which were attended by 56 and 87 instructors, respectively. Among faculty and TAs, nearly all (93% and 97%, respectively) reported that they would bring at least one idea to their teaching. TA participants found all sessions to be very effective (range of mean scores from 4.4 to 4.8 for sessions, where 5.0 signals strong agreement that session was effective). Likewise, faculty found the orientation to be very useful (mean of 4.6, where 5.0 signals strong agreement that the program held utility).

“IT completely redefined the way I think about teaching by introducing me to backwards course design and instilling a more refined sensitivity to inclusive and engaged pedagogy.”

— Reflective Teaching Certificate participant

Additionally, all three of Sheridan’s certificates, and the Junior Faculty Fellows program, embedded principles and practices of inclusive teaching. Feedback was extremely strong for these programs. For Sheridan's
largest certificate (Sheridan Teaching Seminar: Reflective Teaching), nearly all (92%) of participants reported confidence after the program to create an inclusive and respectful learning environment for their students, compared to fewer than three quarters (74%) before its start. Outcomes and demographics for other Sheridan certificates can be found online.

English Language Learning’s Conversation Partners program paired 32 staff with 39 students. In a survey about their experience, nearly all (87%) student participants agreed that participation in the program contributed positively to their sense of inclusion on campus. Further, most (83%) staff reported that participation in the program helped them feel they were contributing to inclusion efforts on campus.

“The tutors this year were exceptional; they all were well trained and did a thoroughly professional job.”
— Engineering faculty member

Academic Tutoring filled 1,791 tutoring requests, serving 1,272 undergraduate students. First-generation and aided students represent 21% and 55% of the students utilizing the program, respectively. Students from historically underrepresented groups (HUGs) account for almost a third (30%) of undergraduates participating in tutoring.

Writing: Program evaluations completed by Writing Fellows in Fall 2017 indicated that 100% of fellows felt “well-prepared to enact inclusive fellowing practices” (38% strongly agreed and 63% agreed). This is an increase from 88% in Fall 2016. Additionally, fellows emphasized their appreciation for programming facilitated by student diversity and inclusion outreach coordinators. In Summer 2017, the Excellence at Brown writing-intensive summer program served 116 students. An assessment of Excellence at Brown found that participants tend to enroll in their first writing-intensive course earlier than a comparable group of non-participants, yet they pass at the same rate.

Assessment: Key activities in this area involved longitudinal analysis of a revised climate survey for a STEM department, implementation of the assessment plan for Brown Learning Collaborative programs, and consultation with stakeholders in academic and administrative units regarding inclusive assessment and evaluation practices.

Support of OIED Initiatives: For the Office of Institutional Equity and Diversity, Sheridan offered three programs, with the vast majority (greater than 90%) of attendees reporting that they were effective:

- OIED professional development lunch series: “Not Dismissed: The Why & How of Addressing Microaggressions and Troublesome Current Events in Educational Spaces” (70 attendees)
- OIED Professional Development Day: “Inclusive Teaching in STEM” (12 attendees) and “Bringing the Personal Into the Classroom: Inclusive Teaching in the Humanities and Social Sciences” (12 attendees)

“[I now plan to] make sure that all students feel like they are valuable contributors to the STEM field, regardless of their background.”
— Attendee at “Inclusive Teaching in STEM”
Workshops: Sheridan offered eight interdisciplinary workshops on inclusive teaching, addressing the first days of teaching, digital learning, writing assignment design and feedback, and teaching pre-college courses. There were 84 attendees, who found the sessions highly effective (mean of 4.7 on a scale of 1=not at all effective and 5=very effective). Sheridan also offered 11 customized workshops for departments on inclusive teaching. These programs drew 220 attendees, and they rated these sessions very favorably (mean of 4.4 on a scale of 1=not at all effective and 5=very effective). In partnership with the Graduate School, Sheridan offered two sessions for faculty liaisons (14 attendees, mean rating=4.4) and a lunch discussion for graduate student liaisons (12 attendees, mean of 4.4) about effective and inclusive graduate student mentoring.

Goal 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. As of April 2018, these newsletters are distributed to 821 subscribers (+200 from the previous year). These topics included (with analytics on the percent who opened and the webhits on the inclusive teaching page, from May 1, 2017-April 30, 2018):

- September 2017: Teaching after Charlottesville (65% newsletter opening rate, 268 web visitors)
- October 2017: Inclusive Teaching Strategies for Teaching Fast-Paced Classes (56%, # unknown)
- November 2017: Inclusive Practices for Addressing Academic Integrity (60%, 93 visitors)
- February 2018: Effective Graduate Student Mentoring (52%, 71 visitors)
- March 2018: Inclusive Teaching Through Active Learning (51%, 149 visitors)

Additionally, Sheridan continues to develop an inclusive teaching section of web resources, brown.edu/go/InclusiveTeaching. These materials received 2,524 unique visitors in the past academic year, which is over double last year’s total.
summary of Core Programs

English Language Learning

In 2017-2018, the ELL team offered linguistic and cultural support for international and multilingual students. To empower students whose first language is not English, ELL developed a robust suite of workshops to provide opportunities to hone language skills and build community. ELL Specialists also offered over 600 hours of individualized support in reading, writing, listening, speaking, and U.S. cultural norms.

This year, the Conversation Partners Program paired 71 staff members and students/scholars of different language backgrounds for regular conversation in English and cultural exchange. The International Writers’ Blog continued to provide a platform for Brown’s community members to share personal experiences with language, culture, and identity in weekly online publications, available at blogs.brown.edu/international-writers.

A key initiative this year was the pilot of an intensive Summer English Language Program (ELP) which offered linguistic and cultural support to eighteen incoming international graduate students representing seven countries and eight academic departments. Participants practiced English in a low-stakes academic environment, received focused feedback on their speaking and writing, formed a community with peers and future colleagues, engaged in collaborative problem solving, and got to know the local community.

One week after ELP, all participants who provided feedback (N=14) agreed that the program was effective and made them feel more confident in their ability to use English in and out of the classroom. Three months following ELP, all participants who provided feedback (N=11) agreed that the program had an impact on both their graduate study and their social experience in their first semester at Brown.

“ELP is the best experience I had at Brown this semester.”

— English Language Program participant

Anne Kerkian is Assistant Director for English Language Learning. Anne’s full bio can be found here: brown.edu/go/Anne_Kerkian

Sara Gramley is English Language Learning Specialist. Sara’s full bio can be found here: brown.edu/go/Sara_Gramley
Writing

Course-Embedded Writing Support: The Writing Fellows Program continues to thoughtfully grow in collaboration with the Writing Across the Curriculum Seminar and with the expanded capacity to offer multiple sections of English 1190M: Teaching and Practice of Writing, reflected by the 28 courses “fellowed” this academic year (24 in 2016-2017).

In order to be responsive to additional faculty requests for writing support, the Writing Center piloted two alternative course-embedded support models: guided peer review workshops and writing presentations and seminars. In addition to writing fellows courses, the Writing Center facilitated 22 course-embedded workshops or class sessions, partnering with 16 faculty members in 12 departments through 1:1 course consultations followed by peer-based, in-class writing support.

In total, the Writing Center facilitated 50 course-embedded interactions for 42 unique courses, taught by 38 faculty members, from 25 departments, and reached a Courses@Brown estimated number of 1,054 students in courses across the curriculum.

Co-Curricular Support for Writing at Brown: In addition to one-on-one consultations that students can request through the online writing center scheduling application and continued collaborations with the University Library to offer “braided” research and writing support, the Writing Center focused on expanding and enhancing services for two groups of students in 2017-2018: (1) undergraduate students who are struggling with writing in their courses as indicated primarily by faculty-assigned writing checks (and also by Dean’s referral, SEAS referral, CAPS referral, or self-referral) and (2) primarily ABD graduate students seeking community-based support as they make progress toward completing the dissertation.

Intensive Co-Curricular Writing Programs: The Writing Center facilitated four, week-long writing programs. 116 students participated in Excellence at Brown, and 38 dissertators participated in one of two writing retreats. The Writing Center also partnered with the Mellon Mays Undergraduate Fellows Program (MMUF) to pilot a five-day “Summer Scholars Start Up” (SSSU) for five rising juniors. 100% of participants agreed that the program exceeded or met their expectations: “The MMUF SSSU Experience has given me a well-rounded, well-informed understanding of what a research prospectus looks like.”
like, but it has also prepared me for what the process of doing research is like. Though there are plenty of unknowns to be explored and mistakes to be made, I feel prepared to put on my scholar hat and do the research I want to do.”

Photo: Brian Horton, Ph.D. Candidate, Anthropology. Writing Associate, MMUF Summer Scholars Start Up Associate, MMUF Writing Groups Advisor. Pictured here dialoguing with a writer in the Writing Center on the 5th floor of the Sciences Library. Photo by Martin Springborg.

Highlights of Co-Curricular Support for Writing at Brown, 2017-18

3,022 hours of one-on-one writing consultations with 1,261 unique writers. Nearly all writers (99%) agreed that they would feel comfortable returning to the Writing Center. The vast majority also agreed that the Associate they worked with (A) listened carefully and engaged them in a conversation about their writing (98%), and (B) made concrete suggestions about how they should proceed with their writing (97%).

Refined writing check processes and outreach. In Spring, over 75 hours of “off-schedule” Writing Advisor consultation hours. Over half of undergraduate students with writing checks from all semesters met with the Associate Director and discussed how they planned to work on their writing via course selection and/or co-curricular writing support (49/75). 50% of all writing checks in 2017-2018 (20/40) were addressed by students who self-selected to work with a Writing Advisor.

Friday “walk-in” writing & research consultations during reading period. Course-embedded Writing Center + Library workshop. Writing Associates and Research Librarians served around 70 students with 16 hours of “walk-in” consultations. A student comment from a course-embedded Writing Center + Library workshop illustrates how such collaborations can help students network services to support their research writing: “I use the writing center a lot, but I learned a lot about navigation tools in the libraries, which I found most useful.”

30 bi-weekly writing group meetings (90+ hours of writing community for dissertators). “My program and department are great, but it has been extremely useful for my writing, professional development, and psychological health to get to know and work alongside accomplished and supportive colleagues from across the university.”
Academic Tutoring

The Academic Tutoring Program provides small-group (3-6 students) tutoring support across 45 introductory and intermediate STEM+ and foreign language courses. The Program’s success is a direct result of the diverse group of 115 undergraduate tutors - 64% female and 30% HUGs - who have a deep understanding of course content and a passion for teaching and learning. Weekly tutoring sessions give students the opportunity to review course content, practice problem solving, and ask clarifying questions in small-group settings. In addition to weekly sessions, tutors coordinated midterm and final exam review sessions for biology, chemistry, engineering, math, and physics courses that collectively served over 200 students.

The Tutoring Program filled 1,791 tutoring requests, serving 1,272 undergraduate students across 353 unique group tutoring sessions throughout the 2017-18 academic year. First-generation and aided students represent 75% of the students utilizing the program – a 21 percent point increase from AY2016-17. Students from historically underrepresented groups (HUGs) account for almost a third (30%) of undergraduates participating in tutoring.

To create a tighter community among tutors and cultivate reflective tutoring practices, new tutor professional development included the introduction of discipline-specific meetings and observations. Monthly discipline-specific meetings provide a space for tutors to discuss trends, tutoring techniques, the sharing of ideas, and group tutoring challenges with others who are tutoring in their field of study. Tutors report that their tutoring preparation and practices improved as a result of their participation, and they reported implementing new techniques as a direct result of observing another tutor.

“Tutoring at Brown both saved my grades (as a tutee) and taught me many valuable life and professional skills (as a tutor).”

— Alumnae Emily Briggs, ’17
Assessment

Brown Learning Collaborative
As the Brown Learning Collaborative expands its work supporting intergenerational teaching and liberal learning, we are carefully collecting evidence in support of this initiative’s continuous improvement. Specifically, we are tracking changes faculty make to their courses following our course (re-)design institutes and collecting feedback on how effective such changes were in improving teaching and learning. Furthermore, changes in student writing skills and problem-solving skills are being measured with validated inventories to assess the impact of the Learning Collaborative’s work with faculty and teaching assistants.

Concentration Reviews
Brown’s academic programs are regularly reviewed by the College Curriculum Committee for their attention to student advising, student learning, and academic rigor. In collaboration with the Senior Associate Dean of the College for Curriculum, the Sheridan Center developed and piloted a process for connecting with and supporting programs eligible for review. The purpose of this process was to facilitate departmental self-studies and the organization of evidence that communicated how programs were achieving their student learning goals and why proposed curricular changes might be worthy of consideration. Three of the four programs reviewed this year opted to participate, and we look forward to collaborating with next year’s cohort.

Course Feedback Form
During the 2017-2018 academic year, the Sheridan Center provided support for the Dean of the College’s initiative to evaluate and redesign the form students use to provide feedback on their experiences with courses. Sheridan’s Director and Assistant Director for Assessment and Evaluation provided benchmarking information from peer institutions, offered insights from scholarly literature on course evaluations, coordinated the committee’s vetting of items for the instrument, worked with students and faculty to pilot and assess the validity of the proposed form, and helped to author the final recommendations to the Provost. Further details may be found in the report posted to the Dean of the College’s website, brown.edu/go/courseevalreport.

Grant Evaluation
The Sheridan Center regularly provides support for the evaluation of grants that fund the teaching, training, and co-curricular experiences of Brown University students. This service may range in form from sending evaluation resources to colleagues at the Center for the Study of Race and Ethnicity in America, to co-designing training grant evaluation instruments for colleagues in the Division of Biology and Medicine, to supporting the collection of indirect and direct measures of student learning for a Howard Hughes Medical Institute grant. This year, we also co-authored and serve as the internal evaluator for an American Association for Colleges and Universities Truth, Racial Healing, and Transformation Campus Center grant that was awarded to the Office of the Chaplains and Religious Life.

Dr. Marc Lo is the Assistant Director for Assessment and Evaluation at the Sheridan Center for Teaching and Learning. Marc’s full bio can be found here: brown.edu/go/Marc_Lo
Educational Development

Interdisciplinary Programs

Junior Faculty Teaching Fellows
The Sheridan Junior Faculty Teaching Fellows program is a yearlong, cohort-based learning community that provides the opportunity for a small group of junior faculty from across the disciplines to come together to reflect upon and discuss their teaching and their students’ learning with Sheridan staff. Fellows participate in the Sheridan Teaching Seminar certificate program in reflective teaching, attend regular cohort teaching discussions, and conduct peer teaching observations.

“This was a generative, collaborative environment to build comprehensive and meaningful course writing assignments. The workshops and activities modeled possible classroom application and created a step-by-step approach to thinking through incorporating writing into the class.”

— Writing Across the Curriculum Seminar faculty participant

Jessica Metzler is Associate Director for the Humanities and Social Sciences. Her full bio can be found here: brown.edu/go/Jessica_Metzler

Sheridan-RISD Museum Workshop Series
This collaborative workshop series introduces Brown and RISD faculty, postdocs, and graduate students to techniques for teaching with objects in their courses. Drawing on both historical and contemporary objects and artwork housed at the RISD Museum, workshops model teaching strategies to help students develop observational practices, discuss sensitive topics, and practice metacognitive skills.
STEM Initiatives

In 2017-2018, Sheridan’s goal was to support STEM faculty, postdocs, and graduate students as they reflect on their current teaching practices. Our programs are designed to have participants share their reflections with their peers and learn how to incorporate at least one new evidence-based practice into their teaching.

Key highlights of STEM programming include:

**Inclusive Teaching**
Sheridan supported Departmental Diversity and Inclusion Action Plans by partnering with four STEM departments to customize inclusive teaching workshops.

**Problem-Solving Course Design Institute**
Sheridan developed a three-part workshop series for the Brown Learning Collaborative on designing assignments that effectively develop student problem-solving skills. In the upcoming academic year we will provide ongoing support and feedback for faculty as they implement the redesigned assignments in their courses.

**Active Learning**
Sheridan collaborated with two STEM departments to foster active and engaged learning. First, Dr. Lawrence partnered with Chemistry faculty to host a discussion on their successes and challenges in applying the flipped classroom model to an Organic Chemistry course. Collaborating with ITG and the Physics Department, Sheridan also offered a workshop on implementing active learning strategies in large, fixed seating classrooms.

**Graduate Mentoring**
Last year, Sheridan offered several customized workshops for graduate students on peer mentoring and mentoring undergraduates. The Center also collaborated with the Graduate School to facilitate discussions on graduate student mentoring and advising with faculty and graduate student audiences.

“Hearing from my peers in other disciplines [was valuable] and seeing that some of the things I struggle with are shared by others.”

— Problem-Solving Course Design Institute participant

Dr. Stacey Lawrence is Assistant Director for STEM Initiatives. Stacey’s full bio can be found here: brown.edu/go/Stacey_Lawrence.
Undergraduates as Teachers

The Problem Solving Fellows (PSFs) program was launched this year as part of the Brown Learning Collaborative’s effort to create proficient scholars in liberal arts core competencies. The main component of the program this year was the course UNIV 1110: The Theory and Practice of Problem-Solving. This course focused on improving skills necessary to facilitate learning and problem solving, develop reflective learning and teaching practices, support diverse students in order to create an inclusive and respectful learning environment, and create a community of undergraduate teaching assistants (UTAs) who are motivated and supported as educators. A major focus of the course was to infuse each class session and assignment with an inclusive and equitable perspective. Conversations in class often focused on the diversity of students’ educational and cultural backgrounds and how they influenced learning in the classroom. We also discussed how positionality, power, privilege, and culture impact individuals on a micro scale, such as in office hours, to a macro scale, such as within STEM generally.

“This course has made my teaching philosophy more inclusive and more structured in how my teaching methods align with my goals and how I ensure student understanding.”

— Fellow, Spring 2018

PSFs engaged in a variety of activities to improve their problem-solving and facilitation skills, but also to articulate their values and motivations as teachers.

For example, students wrote several drafts of a teaching statement to refine and make explicit how they approach teaching. One student in a reflection on this assignment wrote:

“...the structure of the course – and its resultant impact on my teaching philosophy – were the biggest surprise to me over the course of the semester; going into the class, I was expecting to learn about different methods to teach a concept rather than different aspects of teaching as a whole.”

Other activities included peer and instructor observations, creating models of solving familiar and unfamiliar problems, working in teams to solve puzzles, breaking down types of problems in class, identifying how culture impacts problem creation and solutions, completing an escape room, and communicating problems through a narrative form (e.g. podcast, comic book, infographic). At the end of the course, the PSFs surveyed students and worked with the instructor (Dr. Christina Smith) to design a UTA orientation that will be piloted in the Fall of 2018. Several of the returning PSFs will help facilitate the orientation.

Dr. Christina Smith is Assistant Director for Undergraduate Instructional Development. Christina’s full bio can be found here: brown.edu/go/Christina Smith.
Service

SERVICE TO BROWN

Cross-Campus

Cross-Campus Committee Service
- Academic Integrity Programming Working Group
- Academic Technology Steering Committee
- Committee for Reviewing Brown’s Academic Code
- Committee for Reviewing Brown’s Course Evaluation Instrument
- Curriculum @ 50 Planning Committee
- Digital Teaching and Learning Strategy Group
- Digital Teaching and Learning Website Working Group
- Global Brown Coordinating Committee
- Global Brown Student Support Committee
- Howard Hughes Medical Institute (HHMI) Committee
- Organization of university teaching awards ceremony
- Assistance with assessment for institutional HHMI grant, Innovation in Gateway STEM Courses

Office of the President

Presentation at February Corporation meeting
- President’s Executive Committee

Office of Institutional Equity and Diversity (OIED)

OIED Professional Development Day Workshops:
- Bringing the Personal Into the Classroom: Inclusive Teaching in the Humanities and Social Sciences
- Inclusive Teaching in STEM
- OIED’s professional development lunch series: “Not Dismissed: The Why & How of Addressing Microaggressions and Troublesome Current Events in Educational Spaces”

Office of Campus Life

Assessment of AAC&U Truth and Reconciliation Grant
- Facilitated “Tutoring Best Practices and Policies” for athlete tutors
- Coordination of tutoring with athletic staff
- Facilitation of session in New Student Orientation, “Engaging Diversity”
- Spiritual and Religious Life Advisory Board
- Trainings for International Mentoring Program
- Three workshops for Brown Refugee Youth Tutoring Program (BRYTE)
- Hearing Officer, Office of Campus Life and Student Services
- Assistance with International Orientation

Human Resources

Facilitated a half-day staff writing retreat for Bear Days

Office of the Provost

Presentation for chairs and directors’ meeting on Sheridan Center services
- Facilitation of Staff First Readings discussion

Computing and Information Services

Search committee for two instructional designers

Global Engagement

International Orientation for Graduate Students, Panelist, Resources at Brown, PhD and MA Panels
- Presentation on Writing at Brown for International Mentoring Program

Library

Library Advisory Board
- Judge, Undergraduate Prize for Excellence in Library Research

Research

Human Subjects Advisory Group

Undergraduate Admissions

ADOCH participation

Dean of the College

Committee Service:
- College Curriculum Committee
- Dean of the College Senior Leadership Group
- Academic Support Services Working Group
- Brown Fulbright Committee
- Search Committees for Dean of the College; Assistant Dean for International Students & Associate Director of Mellon Mays Fellowship
- Wintersession subcommittee, focus group, and faculty course design consultations

Program coordination:
- Coordination/Oversight of Writing Check: 19 cleared writing checks
- Collaboration on Mellon Mays Undergraduate Fellows Summer Scholars Start Up, week-long research writing program
- Organization of Excellence at Brown pre-orientation program
- Development of Vertex, a new pre-calculus pre-orientation program

Assessment support:
- Assistance with establishing goals and selecting data sources for assessment of Brown-RISD dual degree program
- Consultations on assessment for CCC concentration review
- Program on assessment for DoC deans

Presentations:
- Advice on Advising series
- Fall Dean of the College Alumni Council meeting
- Directors of Undergraduate Studies meetings
- CAS resource meetings
Workshops and resources created in service of DoC initiatives:
- First Readings workshops
- Multiple workshops on academic integrity for faculty, graduate students, and undergraduates
- Digital resource creation for students
- Facilitation of First Readings training workshops and discussion sessions

Advising & pathways:
- Undergraduate advising
- Advising for International Writers’ Blog
- Participation in Academic Expo Fair, Concentration Declaration Fair, Meiklejohn Resource Fair, Sophomore Dessert Reception, Pre-Semester Academic Support Meeting for CAS Students

Dean of the Faculty
- Organization of New Faculty Orientation on Teaching

Departments and Degree Programs

American Studies
- Workshops for graduate students on course design, teaching philosophies
- Presentation on Writing for the Public Humanities for AMST2650
- Guided peer review workshop for AMST0170C

Anthropology
- Guided peer review workshops for ANTH 2225 and 0800

Applied Math
- Tutoring sessions for APMA 0330, 0340, 0350, 0360, 0650, and 1650

Archeology
- Guided peer review workshop for ASYR 1160/ARCH 1603

Biology
- Tutoring sessions for BIOL 0200, 0280, 0470, 0530, and 0800
- Guided peer review workshop for BIOL 1820

Chemistry
- Workshop series on inclusive teaching for graduate students
- Co-facilitation of workshop on “Applying a Flipped Classroom Model to a STEM Course”
- Tutoring sessions for CHEM 0100, 0330, 0350, 0360
- Facilitation of “Collaborative Problem Solving in Organic Chemistry” workshop
- Writing Fellowed course: CHEM 0008E
- Problem Solving Fellowed course CHEM 0330
- Presentation on the Writing Center for CHEM 1560N/2310
- Two workshops on “Responding to Student Work” for CHEM 2870

Cognitive, Linguistic, and Psychological Sciences
- Facilitation of a diversity-oriented training workshop on difficult conversations for undergraduate teaching assistants
- Tutoring sessions for CLPS 0900
- Writing Fellowed course: CLPS 1291
- Guided peer review workshop for CLPS 0050L
- Thesis statements and structure writing workshop for CLPS 0050L
- APA Style Presentation for CLPS 1160

Comparative Literature
- Writing Fellowed course

Computer Science
- Tutoring sessions for CSCI 0040
- Workshops for international graduate students
- Administration and analysis of a revised climate survey

Workshop on inclusive teaching for faculty
- “Train the trainer” inclusive series
- Problem Solving Fellowed course: CSCI 0220

Division of Biology and Medicine:
- Office of Graduate and Postdoctoral Studies
- Design of a template for the evaluation of graduate training programs

Earth, Environment, and Planetary Sciences
- Peer mentoring workshop for the DEEPS Geoclub
- Two Writing Fellowed courses: ENVS 0070C and GEOL 0240

East Asian Studies
- Tutoring for CHIN 0100-0400 and JAPN 0100-0400
- Guided peer review workshop for EAST 1951C
- Revision strategies “obstacle course” for EAST 1951C
- Guided peer review workshop for EAST 1951D
- Revision strategies “obstacle course” for EAST 1951D

Economics
- Facilitation of September and January New Undergraduate Teaching Assistant Orientations
- Facilitation of Economics formative peer observations for UTAs
- Tutoring sessions for ECON 0110, 1110, 1210, 1620, and 1710

Education
- Two Writing Fellowed courses: EDUC 1430 and 1860-01

English
- Instruction of ENGL 1190M: The Theory and Practice of Writing (Fall 2017; 2 sections)
- Nonfiction Advisory Board member

School of Engineering
Facilitation of Fall and Spring term UTA orientations: “Inclusive and Effective Teaching Strategies for Problem Solving”
Tutoring sessions for ENGN 0030, 0040, 0510, 0520, and 0720
Four Writing Fellowed courses: ENGN 1010 (fall and spring), ENGN0120-S01 and -S02
Two Problem Solving Fellowed courses: ENGN 0040, 1931Z
Facilitation of ENGN 0030 Peer Mentoring Workshop
Engineering Clubs Diversity Workshop

French Studies
Tutoring for FREN 0100-0400

German Studies
Writing Fellowed course: GRMN 0750F

Graduate School
Initiative for Maximizing Student Development (IMSD) Internal Advisory Board and co-facilitation of 4-meeting module on “Research Mentoring in Science.”
Summer and January Dissertation Writing Retreats
Dissertation writing groups
New Graduate Teaching Assistant Orientation
Assistance with Graduate Orientation Participation in Graduate Resource Fair
Participation in DIAP working group
Facilitation of faculty and graduate student liaison meetings on PhD advising and mentoring, in support of Task Force on Advising and Mentoring
Presentation on the dissertation writing process for the Graduate Students of Color Writing Retreat

Neuroscience
Problem Solving Fellowed course: NEUR 2060

Philosophy
Tutoring sessions for PHIL 0540

Physics
Tutoring sessions for PHYS 0030, 0040, 0050, 0060, and 0070
Workshops for international graduate students
Workshop on “Building Community in the Physics Classroom” for faculty

Political Science
Writing Fellowed course: POLS1824J
Presentation on Writing Groups for POLS2255

Portuguese and Brazilian Studies
Two Writing Fellowed courses: POBS 0810 and 0850

School of Professional Studies
Two workshops on Teaching a Summer@Brown course
Archambault Teaching Award Review Committee
Writing Center support for Summer@Brown
Presentations, “An Introduction to American Writing Centers” (IEP Program)
Ongoing dialogue and consultation on course evaluation practices
Consultation on assessment of Choices Program modules

School of Public Health
Four Writing Fellowed courses: PHP 0050, PHP 1070, PHP 0030, and PHP 2507
Writing Workshops for MPH Orientation
Presentations on writing for SPH Orientation

Religious Studies
Writing Fellowed course: RELS 0835
Slavic Studies
Tutoring for RUSS 0100-0400
Three Writing Fellowed courses: CZCH 0320A; RUSS 1200 and 1290

Sociology
Tutoring sessions for SOC 1100
Writing Fellowed course: SOC 0020
Writing Center served as client for SOC 1120

Watson Institute for International and Public Affairs
Two writing pedagogy workshops for NEH Dialogues of War grant
Facilitated self-studies for CCC review for Development Studies, International Relations, and Public Policy

Centers
CareerLAB
Support for International Student Experience Career Con
Workshops for international graduate students
Co-Sponsored Academic Job Market workshop series on teaching portfolios, statements, and demonstrations

Center for the Study of Race and Ethnicity in America
Consultation on grant proposal

Science Center
Engaged Scholarship and Broader Impacts Committee

Swearer Center
Co-facilitation of professional learning community for faculty and athletic coaches
Writing for the Job Market Workshop for AmeriCorps Programs
Writing workshop for Bonner Community Fellows

Leadership Alliance
Writing workshops on personal statements in the humanities and sciences

Center for Biomedical Informatics
Grant evaluation assistance

EXTERNAL SERVICE

Professional Associations
Teaching Transformations Conference organizing committee, Yale 2018
Equity & Inclusion team for the 2019 ACPA - College Student Educators International Convention in Boston
President, Professional Organizers and Developers (POD) Network
Executive, Finance, Governance, Core Committees; Professional Organizers and Developers (POD) Network
Institute for New Faculty Developers Planning Committee, POD Network
Rhode Island Writing Center Roundtable, Organizer and Host, June 2017 Meeting

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

External Visitors or Consulting
Auburn University, Auburn, AL
Bridgewater State University, Bridgewater, MA
Cape Cod Community College, Barnstable, MA
Clark University, Worcester, MA
Drew University, Madison, NJ
Elon University, Elon, NC
Fairfield University, Fairfield, CT
Georgia Institute of Technology, Atlanta, GA
Kendall College, Chicago, IL
LIM College, New York City, NY
Nazarene University
Princeton University, Princeton, NJ
Providence College, Providence, RI
Rhode Island College, Providence, RI
Salve Regina University, Newport, RI
Tennessee Technological University, Cookeville, TN
Texas A&M University at Qatar
Tufts University, Medford, MA
University of Alabama, Birmingham, AL
University of British Columbia, Vancouver, BC, Canada
University of Georgia, Athens, GA
University of Massachusetts Amherst, Amherst, MA
University of Rhode Island, South Kingston, RI
University of Texas at Austin, Austin, TX
Washington and Lee University, Lexington, VA
Whitman College, Walla Walla, WA
Wayne State University, Detroit, MI
Yale University, New Haven, CT
People

Sheridan Staff

Pictured left to right, front row: Vania Figueiredo, Jessica Metzler, Anne Kerkian, Stacey Lawrence, Mary Wright. Back row, left to right: Marc Lo, Debra McEleney, Christina Smith, Stacy Kastner, Sara Gramley. Not pictured: Janet Peters, Jenna Morton-Aiken (Fall 2017)

Head Graduate Teaching Consultants and Fellows

Kimberly Lewis
Writing Center
Interdisciplinary Opportunities Fellow,
Department of Anthropology

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

Amanda Howard
Head Teaching Consultant,
Department of Applied Math
Graduate Teaching Consultants


Not pictured: Karen Larson, Jennifer Thum, Dmitrijs Celinskus, Babak Hemmatian, Kimberly Neil, Robert Thorn, Alastair Tulloch, Laura Walton, Abigail Bodner

Sheridan Center Faculty Advisory Board

James Egan, English
Elizabeth Harrington, Division of Biology and Medicine
Susan Harvey, Religious Studies
Michael Kennedy, Sociology and International Public Affairs
Maud S. Mandel, Dean of the College and History and Judaic Studies
Björn Sanstedt, Applied Mathematics
Jane Sokolosky, German Studies

Sharon Swartz, Biology and Engineering
Jay Tang, Physics and Engineering
Jan Tullis, Earth, Environmental, and Planetary Sciences
Debbie Weinstein, American Studies
David Williams, Public Health - Behavioral and Social Sciences
Rashid Zia, Engineering
Writing Coaches and Associates

Writing Coaches
Dr. Mary Jo Haronian, English and Women's Studies
Dr. Walter Harper, Anthropology (Spring)
Dr. Alizah Holstein, History
Dr. Kathryn McBride, Archeology and the Ancient World (Spring)
Dr. Michael Robinson, English (Fall)

Writing Associates
Bethany Almeida, Biomedical Engineering
Alyssa Anderson, American Studies
Harrison Chalmers, Philosophy
John Capano, Ecology and Evolutionary Biology
Charles Carroll, History

Michael Creedon, Secondary Education, English
Benjamin Fancy, French
Duncan Gallagher, Comparative Literature
Maggie Goddard, American Studies
Alexis Grant, Behavioral and Social Health Sciences
Louis Gularte, Philosophy; Cognitive Science (Fall)
Brian Horton, Anthropology
Evan Levine, Archeology and the Ancient World
Kimberly Lewis, Anthropology
Emma Lloyd, Comparative Literature
Robert Kashow, Religious Studies
Rebecca Krasner, French
Alex Marko, Archeology and the Ancient World

Mika Matsuno, History; Sociology
Rachel Meade, Political Science
Jamison Meader, Secondary Education, English
Thomas Moore, Philosophy
Tavid Mulder, Comparative Literature
Miriam Rothenberg, Archeology and the Ancient World; Geology
David Sieboda, Ecology and Evolutionary Biology
Dorin Smith, English
Catherine Steidl, Archeology and the Ancient World
Rebecca Thorsness, Health Services Research
Michiel van Veldhuizen, Classics
Christopher Yates, English

Academic Tutors

Emma Abele, Mechanical Engineering
Gur Agci, Chemical Engineering
Alexander Alverson, Geology-Chemistry
Sathya Anisetti, Applied Mathematics
Suzanne Antoniou, Economics
Sergio Arambula, Chemical Engineering
Artur Avkhadiev, Mathematical Physics
Isabelle Bauman, Mechanical Engineering
Vishwanath Betapudi, Biochemistry and Molecular Biology
Felix Biver, Economics
Yueming Cao, Biology

Connor Cardoso, International Relations
Rajita Chandak, Applied Mathematics-Economics
Kevin Chen, Public Health
Rebecca Cheng, Mathematical Physics
Rebecca Chernick, French and Francophone Studies
Jungho Choi, Chemical Physics
Anna Crole, Applied Mathematics-Economics
Olivia Cummings, Biochemistry and Molecular Biology
Carla Dager, Economics
Tyler DeFroscia, Mathematics-Computer Science

Rachaell Diaz, Health and Human Biology
Anupama Dinesh, Health and Human Biology
Larissa Dorn, Electrical Engineering
Noah Duncan, Applied Mathematics-Economics
Ibtihal Elfaki, Neuroscience
Cameron Etebari, Neuroscience
Jonathan Famer, Business, Entrepreneurship and Organizations
Julia Fisher, Neuroscience
Yvonne Fong, Economics
Tal Frieden, Political Science
Mizan Gaillard, Neuroscience
Orlando Garcia, Health and Human Biology
Nicholas Giamalis, Mechanical Engineering
Ciaran Godfrey, Mathematical Physics
Priyal Gupta, Applied Mathematics-Economics
Bana Hadid, Chemical Biology
Katherine Hancock, Applied Mathematics-Economics
Kaushik Harith, Mathematical Physics
John Hegarty, Engineering
Jake Heinlein, Chemical Engineering
Jeffrey Hsu, Biochemistry and Molecular Biology
Bethany Hung, Cognitive Neuroscience
Oliver Isik, Biological Physics
Rahul Jayaraman, Physics
Liz Jiang, Applied Mathematics
Richard Jiang, Electrical Engineering
Lucas Johns, Physics
Roshini Kalagaras, Health and Human Biology
Jesse Kass, Economics
Raadhika Kher, Biochemistry and Molecular Biology
Julia Kiely, Chemistry
Dong Hwan Kim, Biochemistry and Molecular Biology
Heesoo Kim, Chemical Physics
Jae Kim, Classics
Malavika Krishnan, Applied Mathematics-Economics
Rushil Kumbhani, Biology
Anand Lalwani, Engineering and Physics
Sarah Lamachia, Engineering and Physics
Hanhui Li, Computer Science
Ian Light, Biology
Amy Lipman, Biochemistry and Molecular Biology
Yutong Liu, Economics
Jackson Markey, Mathematics
Sasha Martinez-Machado, Neuroscience
William Duncan Martinson, Applied Mathematics-Biology
Margaret Matsu, Statistics
Regan Menz, Public Health
Roni Midyat, Mechanical Engineering
Keith Mills, Mathematics
Eric Mischell, Environmental Studies
Orwa Mohamad, Political Science
Sheila Moran, Neuroscience
Elana Nelson, Applied Mathematics-Economics
Zachary Neronha, Biomedical Engineering
Kevin Nguyen, Neuroscience
Travis Nguyen, Biophysics
Naima Okami, Biology
Bryan Olivo, Applied Mathematics-Biology
Jennifer Osborne, Biology
Angelina Ossimetha, Biochemistry and Molecular Biology
Carin Papendorp, Neuroscience
Andrew Park, Applied Mathematics
William Patterson, Biochemistry and Molecular Biology
Cadence Pearce, Chemistry
Barbara Pereira Vera, Chemistry
Eileen Phou, International Studies
Jai Pinkney, Neuroscience
Anirudh Pula, Engineering
Taylor Pullinger, Biology
Suyi Qin, Public Health-Economics
Ali Rahman, Mathematics
Kriyana Reddy, Applied Mathematics-Economics
Jose Reyes, Biology
Zachary Ricca, Biomedical Engineering
Alicia Rocha, Biomedical Engineering
Ana Alejandra Rodriguez, Biology
Derek Rott, Biochemistry and Molecular Biology
Thabo Samakoana, Applied Mathematics
Sumaiya Sayeed, Biomedical Engineering
Katherine Schmidt, Engineering
Daniel Shapiro, Slavic Studies
Sreyashi Sharmin, Mathematics
Shaunak Shende, Mechanical Engineering
Taro Shima, Mathematics
Juan Javier Syquia, Chemistry
Yu Tanifu, International Relations
Brittani Taylor, Computer Science
Alexander Tepper, Biochemistry and Molecular Biology
Kathy Thach, Chemical Engineering
Brian Tung, Applied Mathematics-Economics
Ana Sofia Velazquez Lopez, Biology
Beatriz Vilela dos Reis Vianna, Economics
Andre Vogel, Chemistry
Shuyan Wang, Applied Mathematics-Economics
Samuel Weitzman, Mathematics-Computer Science
Asha Williams, Applied Mathematics-Economics
Alanna Wolf, Health and Human Biology
Cindy Won, Biochemistry and Molecular Biology
Michelle Zabat, Health and Human Biology
Bashar Zaidat, Neuroscience
Jingjing Zhang, Applied Mathematics-Economics
Eric Zhong, Biology
Jie Zhou, Applied Mathematics-Economics
Writing Fellows


Not Pictured: Elisabeth Borst, Elias Bresnik, Asey Koh, Jonah Max, Daven McQueen, Calvin Nickelson, Luiza Silva, Hang My Tran, Margot Witte, Liza Yeager

Problem-Solving Fellows

Left to right: Gabriel Reyes, Cognitive Neuroscience; Katie Wu, Mechanical Engineering; Walker Lee, Mechanical Engineering; Amy Huang, Computer Science; Richard Huisa
International Writers’ Blog


International Writers’ Blog Editors-in-Chief
Layla Abdulla, Health and Human Biology
Edwin Jeng, Urban Studies and English

Advisory Committees

Problem-Solving Committee
Idalina Alarcon, Physics
Alexander Alverson, Undergraduate Earth, Environmental, and Planetary Sciences concentrator
Rod Beresford, Engineering
Rachel Friedberg, Economics
Jody Hall, Genetics
Maud S. Mandel, Dean of the College and History and Judaic Studies
Martin Maxey, Applied Mathematics
Suzanne Rudnicki, Chemistry
Dave Targan, Physics
Jan Tullis, Earth, Environmental, and Planetary Sciences
Jim Valles, Physics
Eric Victor, Chemistry

Academic Tutoring Undergraduate Leadership Board
Gur Agci, Chemical and Biochemical Engineering
Kevin Chen, Public Health and Statistics
Jake Heinlein, Chemical Engineering

Oliver Isik, Biological Physics
Lucas Johns, Mathematical Physics
Anand Lalwani, Engineering Physics
Amy Lipman, Biochemistry
William Duncan Martinson, Applied Math-Biology
Keith Mills, Mathematics
Jai Pinkney, Neuroscience
Zachary Ricca, Biomedical Engineering
Eric Zhong, Biology

Writing Fellows Student Leadership
Student Directors
Emma Lloyd, Comparative Literature
Mika Matsuno, History and Sociology

Diversity and Inclusion Fellows
Erica Adarkwa, Sociology and Africana Studies
Makedah Hughes, Comparative Literature (Fall)
Nikki Locklear, History (Spring)
<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Faculty Liaison(s)</th>
<th>Graduate Student Liaison(s)</th>
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<tbody>
<tr>
<td>Africana Studies</td>
<td>Ryan Mann-Hamilton</td>
<td>Warren Harding</td>
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<tr>
<td>American Studies</td>
<td>Elena Shih</td>
<td>Emily Cantois</td>
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<td>Anthropology</td>
<td>Paja Faudree</td>
<td>Margaret Goddard</td>
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<td>Mark Ainsworth</td>
<td>Alexandra Peck</td>
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<td>Archaeology and the Ancient World</td>
<td>Laurel Bestock</td>
<td>Kristina Mallory</td>
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<td>Center for Language Studies</td>
<td>Barbara Gourlay</td>
<td>Ross Parker</td>
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<td>Chemistry</td>
<td>Sandra Russo-Rodriguez</td>
<td>Jennifer Thum</td>
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<td>Classics</td>
<td>Elsa Amanatidou</td>
<td>Kathleen Hess</td>
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<td>Cognitive, Linguistic and Psychological Sciences</td>
<td>Ruth Colwill</td>
<td>Blaise Leeper</td>
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<td>Comparative Literature</td>
<td>Tamara Chin</td>
<td>Sam Caldis</td>
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<td>Tom Doepnner</td>
<td>Lauren Franklin</td>
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<td>Jan Tullis</td>
<td>Gregory Dachner</td>
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<td>East Asian Studies</td>
<td>Hiroshi Tajima</td>
<td>Ashley Palumbo</td>
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<td>Ecology and Evolutionary Biology</td>
<td>Jon Wittman</td>
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<td>Cameron Brown</td>
<td>Kristin Petersmann</td>
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<td>Laurel Bestock</td>
<td>Emily Drennan</td>
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<td>Clyde Briant</td>
<td>Dorin Smith</td>
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<td>Catherine Imbriglio</td>
<td>Benjamin Fancy</td>
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<td>French Studies</td>
<td>Virginia Krause</td>
<td>Alan Gomez Larriva</td>
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<td>Sam Caldis</td>
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<td>History of Art and Architecture</td>
<td>Jeffrey Moser</td>
<td>Kelly Whitford</td>
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<td>International Relations</td>
<td>Claudia Elliott</td>
<td>Anna Santucci</td>
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<td>Italian Studies</td>
<td>Cristina Abbola-Sneider</td>
<td>Jane'a Johnson</td>
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<td>Mathematics</td>
<td>Thomas Goodwillie</td>
<td>Brett Baggett</td>
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<td>Modern Culture and Media</td>
<td>Ellen Rooney</td>
<td>Zachary Deloughery</td>
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<td>Molecular Biology, Cell Biology and Biochemistry</td>
<td>Mark Johnson</td>
<td>Luis Achondo</td>
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<td>Molecular Pharmacology, Physiology and Biotechnology</td>
<td>Chi Ming Hai</td>
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<td>Joshua Tucker</td>
<td>Iain Laidley</td>
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<td>Monica Linden</td>
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<td>Jonathan Reichner</td>
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<td>Philosophy</td>
<td>Nina Emery</td>
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<td>Public Health: Behavioral and Social Sciences</td>
<td>Catherine Dube</td>
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<td>Cici Bauer</td>
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<td>Renee Shield</td>
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<td>Andre Willis</td>
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<td>Spencer Golub</td>
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<td>Visual Art</td>
<td>Ed Osborn</td>
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</table>
Scholarship

Publications


Grants


Presentations


Richardson, C., and Lo, M. A. (2017, October). Critical incidents in society and identity in the classroom. Discussion session at the annual conference for the Professional and Organizational Development Network in Higher Education in Montréal, QC.


Review Work

ACPA - College Student Educators International
American Educational Research Association
Anatomical Sciences Education
Association for the Study of Higher Education
College Teaching (Consulting Editor)
Higher Education
Journal of Dental Education
Science Advances
To Improve the Academy
University of California Press
POD Network Conference
Computers and Composition
Computers and Composition Online
“This changed my life.”

— Dissertation Retreat participant