“This was game changing.”
—2019 Problem-Solving Course Design Institute participant
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Adrianna Kezar, at the University of Southern California, is one of my favorite higher education researchers. Over the past year, Adrianna and colleagues published a wonderful piece on “communities of transformation.” Based on research about STEM education, they find that these social arenas can “create and foster innovative spaces that envision a new future” (Kezar, Gehrke, and Bernstein-Sierra, 2018, page 1). This work speaks to Sheridan’s activities over the past year, where we engaged in a number of initiatives to create new teaching and learning communities of transformation.

One prime example of these communities is English Language Support’s innovative Conversation Partners Program, which pairs staff and international students/scholars (p. 14). This program grew to 101 participants this year, with strong support from staff partners such as the Library and the Department of Public Safety. In a survey about their experiences, all students agreed that participation in the program helped them to feel more included on campus, and most staff reported that they felt they were contributing to inclusion efforts on campus.

For undergraduates, Sheridan initiated two important new communities, including the first university-wide UTA Orientation (p. 6). Additionally, the Center partnered with Digital Learning and Design to offer a new quantitative pre-orientation program, Vertex, which had a documented impact on incoming students’ pre-calculus skills and sense of preparation for quantitative work at Brown (p. 6).

For graduate students, a number of new communities were created, including a new series supporting graduate student writing, with topics such as literature reviews and concision in academic writing (p. 12). Additionally, a new Graduate Student and Postdoctoral Fellows community offered support to participants to engage in the scholarship of teaching and learning (p. 6).

The Brown Learning Collaborative had an active year in joining these communities of transformation, with the aim of building intergenerational teaching teams. Two cohorts of faculty finished up their year-long work in the Writing Across the Curriculum and Problem-Solving Course Design Institutes, and we initiated a new HHMI-Sheridan Course-based Undergraduate Research Experience (CURE) Institute (p. 6). At this time, the Learning Collaborative has resulted in 37 redesigned Brown courses. Assessment of these programs examines changes faculty make in important course documents, such as syllabi and key assignments, as well as student feedback on elements of the course that work well for their learning (p. 19). In both cases, we are seeing very positive outcomes. To complement these faculty initiatives, undergraduates had opportunities to engage in fellows courses, to become better teachers and learners in problem solving, research, and writing.

Thank you to the over 400 faculty, graduate students, undergraduates, and postdoctoral scholars who support Sheridan’s work in countless ways: advisory board member, liaison, associate, fellow, tutor, editor, teaching consultant, and proctor. The list of these communities on page 24 is truly striking. Thank you also to the Sheridan staff who initiated these communities, whose work is made visible on the pages that follow, supported by administrative staff members Debra McEleney and Vania Figueiredo. Finally, according to Kezar, et al. (2018, p. 32), communities of transformation require “leaders who embody the new reality,” and I am grateful for Dean Zia’s support for Sheridan’s mission, to promote innovative, evidence-based teaching, and support inclusive classrooms where all learners can succeed.

A Year in Review

June 2018
Vertex, a new online quantitative pre-orientation program, launches.

July 2018
Austin Jackson joins Sheridan as Assistant Director for the Writing Center.

August 2018
39 incoming international graduate students participate in the English Language Program, and Excellence at Brown serves 93 incoming first-year students.

September 2018
Sheridan offers new flexible online teaching statement and portfolio workshop.
Cissy Ballen and David Matus visit as part of HHMI-Sheridan series to develop course-based undergraduate research experiences (CUREs).

October 2018
Geneva Smitherman visits the Writing Center as part of the National Day on Writing.
Sara Brownell visits Brown as part of HHMI-Sheridan series.

January 2019
New HHMI-Sheridan Course-based Research Institute supports instructors developing new authentic inquiry experiences.

February 2019
James Lang visits to speak about academic integrity and gives Invited Teaching Consultant workshop on “Teaching Distracted Minds.”

March 2019
Karl Wirth visits to speak about reflective advising.

April 2019
Eric Kaldor joins Sheridan as Associate Director, with a focus on assessment and evaluation.

May 2019
Opening the Curriculum Conference celebrates the 50th anniversary of Brown’s Open Curriculum.
Impact and Reach

4,343 individuals served by the Sheridan Center

- 2,679 Undergraduate Students
- 765 Graduate and Professional Students
- 413 Faculty
- 295 Administrators and Staff
- 89 Postdoctoral Scholars
- 98 External Visitors and Consultants
- 4 Alums

10,252 services offered to Brown’s teaching and learning communities

- 3,913 Educational Development and Assessment
- 3,030 Writing
- 2,325 Academic Tutoring
- 984 English Language Support
New Initiatives for 2018-19

Vertex
In August, the Sheridan Center partnered with Digital Learning and Design and Yale's Poorvu Center for Teaching and Learning to offer Vertex, an online six-week pre-calculus program.

“We were able to learn of each others’ stories, and build a small community before even setting foot on campus. This Vertex experience became about so much more than math, and gave me additional confidence to enter my first semester at Brown.”
— RUE student and Vertex participant

Graduate and Postdoc Teaching Fellows Program
Twelve graduate students and postdoctoral scholars developed their teaching skills by learning to conduct peer teaching and micro-teaching sessions, and presenting a small teaching-focused project. Projects ranged from studies of games and language learning to feedback experiences of anesthesiology residents.

CURE Institute
This HHMI-Sheridan course design institute supported faculty, postdocs, and graduate students who were creating new courses that embedded authentic research experiences.

New Undergraduate TA Orientation
This was the inaugural year of the Undergraduate Teaching Assistant General Orientation which was offered Fall and Spring and attended by over 90 students from a variety of disciplines. Topics covered included professionalism, fixed and growth mindset, questioning strategies, and creating inclusive learning environments.

“I will try metacognitive strategies to adapt to other students’ learning abilities.”
Undergraduate TA Orientation Participant

Problem-Solving Course Design Institute
First initiated in 2018, this Brown Learning Collaborative Program finished its first year. At the conclusion of the institute in 2018, all faculty teams indicated they would make key changes to their assignments to boost student success, and indeed, in all five AY2018-19 courses, student feedback suggested these changes were implemented and helpful to student learning. With the 2019-20 cohort, 15 Brown courses will have been revised using inclusive, evidence-based approaches.

Open Classroom Weeks
In Fall 2019, Sheridan piloted a new initiative to make visible teaching that is happening across Brown. Thirteen instructors and athletic coaches opened up their classrooms and practices for visits.

“I took away a great deal and loved this experience: from class administration, to subject matter, to how necessary it is to go out of our daily routines and areas of specialization.”
Open Classroom Week faculty observee
Strategic Plan

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
In 2016-17, the Center engaged in an intensive process of strategic planning. Key goals and illustrative activities for 2018-19, the third 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
The Sheridan Center will align its programs to support key institutional initiatives established in campus-wide plans:

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 3: At this time, two areas have been institutionalized, writing and problem solving, with undergraduate Fellows programs and course/assignment design institutes. The third area of research is being supported through 2020 through a Brown-HHMI grant. Sheridan is working collaboratively with the Data Science Initiative to launch a fourth area in data science. Assessment is underway in all areas, with early positive findings (e.g., problem-solving fellows saw higher gains in their problem-solving approaches, compared to other STEM students).

Inclusive teaching and learning
Offer a robust suite of programs around inclusive teaching and learning, to support Pathways to Diversity and Inclusion.

Year 3: This strategic priority is woven throughout all of our work, including department-embedded workshops, new instructor orientations, web resources, and newsletters on topics related to inclusive teaching (sent to 900+ subscribers).

Decanal strategic goals
Support key curricular initiatives from The College and the Graduate School.

Year 3: In collaboration with the Swearer Center, Sheridan offered a Capstone Course Design Institute, with five participating departments, in support of the CCC recommendation to support these high impact practices. Additionally, to support the recommendations from the Committee on Brown’s Academic Code Policies and Procedures, the Sheridan Center collaborated with The College to host James Lang (Assumption College). Dr. Lang met with undergraduate student leaders, spoke on his book, Cheating Lessons, and facilitated a case study discussion on academic integrity with Sheridan liaisons. Finally, Sheridan co-sponsored the visit of Dr. Karl Wirth (Macalester College), with The College, to speak about pre-advising reflective writing.
Goal 2: Collaborative culture of teaching
The Center will offer valued, mission-focused services for all members of Brown’s teaching communities, with the aim of building intergenerational teaching teams.

In Year 3, Sheridan offered customized programs to support:

- Undergraduates: UTA Orientations and three Fellows programs (writing, problem solving, research).
- Graduate Students: New TA workshops, Writing Center Associates, the hybrid Certificate in Reflective Teaching, Certificate in Course Design, Teaching Consultants Program, and the new Graduate Student and Postdoc Fellows program.
- Faculty: New faculty orientation on teaching, Junior Faculty Teaching Fellows, faculty-coaches learning community (in collaboration with Swearer), in addition to a new Capstone Course Design Institute.
- Intergenerational teaching teams: To support collaboration around course design, Sheridan offered two year-long programs: the Problem-Solving Course Design Institute and the Writing Across the Curriculum Seminar. HHMI-Sheridan also offered a CURE Institute, to support embedded, authentic research experiences.

“Your belief in me really made an impact on me.”
— Undergraduate Tutee

Goal 3: Learning support for a diverse student body
The Center will 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.

In 2018-19, Sheridan piloted and assessed Vertex, a new online pre-orientation program designed to enhance students’ quantitative preparation. The Center continued to offer Excellence at Brown, focused on writing. The English Language Program for incoming international graduate students grew, and the staff-student-international scholars Conversation Partners Program expanded as well. New dissertation writing retreats and writing workshops supported graduate student writers. Small-group academic tutoring supported 1,100+ students across 45 courses.

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

In Year 3, Sheridan supported the course feedback form re-design and implementation, as well as five CCC concentration reviews (e.g., helping departments to gather and interpret data, assisting with focus group data gathering and analysis). The Center also worked with faculty and administrators to enact and develop evaluation plans for postsecondary educational grants.
Sheridan Diversity and Inclusion Action Plan (DIAP), 2018-19

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

For professional development, all Sheridan staff attended a two-day “Undoing Racism” session and/or a one-day follow-up retreat coordinated by The College. All staff with web access privileges also completed Brown’s accessibility training, and most participated in OIED Professional Development Day. Additionally, all professional staff attended at least one session about diversity and inclusion offered at a national conference, and they presented key ideas and materials to other Sheridan community members at the Center’s monthly meeting. Monthly reading groups, organized on a rotational basis by Sheridan staff, engaged in professional development around research on diversity and inclusion, with texts ranging from Geneva Smitherman’s (2012) “Change the Game: Language, Education, and the Cruel Fallout of Racism,” to a framework for understanding undergraduates’ approaches to challenge and failure in STEM (Henry, et. al., 2019), as well as the 2019 presidential address for the American Educational Research Association (Ball, 2018).

The Center is fortunate to have strong student engagement in our work. Among the 230 undergraduates serving as Sheridan student leaders (academic tutors; International Writers’ Blog editors; Writing, Problem-Solving, or Research Fellows), 61% identified as female, 44% as institutionally aided, 22% as foreign citizens or permanent residents of the US, 12% as first-generation college students, and 11% as students from historically underrepresented groups.

“This program helped me think about how to approach my teaching more deliberately with respect to inclusivity and equitable access for all students.”

— Reflective Teaching Seminar participant

Of the 59 individuals serving in graduate student leadership roles (as Associates, Head Teaching Consultants, Teaching Consultants, Proctors, or Fellows), 63% identified as female, 7% as international students, and 7% as students from historically underrepresented groups.

English Language Support continued to offer ongoing professional development for Writing Associates on supporting multilingual writers, and principles and practices of inclusive teaching are also embedded in the Teaching Consultant Certificate and the Graduate Student and Postdoc Fellows Program.

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 workshops, which were attended by 52 and 104 instructors, respectively. Faculty found the orientation to be very useful (mean of 4.4, where 5.0 signals strong agreement that the program held utility), and 100% reported that they would apply at least one idea to their teaching. GTA workshops, facilitated by Sheridan Head Teaching Consultants, were also found to be very effective (mean of 4.3).

Additionally, all of Sheridan’s certificates, the Graduate Student and Postdoc Fellows program, and the Junior Faculty Teaching 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 (93%) participants reported confidence after the program to effectively promote learning in a class where students have a variety of backgrounds and identities, compared to fewer than three quarters (71%) before its start.
In support of the Office of Institutional Equity and Diversity, Sheridan offered several programs:


- **OIED Academic Diversity Symposium:** “Developing a Culture of Inclusive Teaching in Departments”

Sheridan offered several customized workshops for departments on inclusive teaching. These programs drew 335 attendees, and respondents 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 Brown-HHMI, Sheridan also hosted a presentation by Sara Brownell (Arizona State University) on “Gender Gaps in the Experiences of Students in Undergraduate STEM Courses,” which drew 27 attendees.

**Assessment:** Key activities in this area involved consultation with stakeholders in academic and administrative units regarding inclusive assessment and evaluation of teaching practices. For example, multiple staff members supported the revision of Brown’s course feedback form, with the aim of mitigating bias, and new Dean of the Faculty guidelines for peer review of teaching, to offer multiple measures for the evaluation of teaching.

**Undergraduate learning support,** Sheridan worked with 2,243 students through Academic Tutoring, Excellence at Brown, English Language Support, and the Writing Center’s consultations and course-based workshops. Of these undergraduates served by the Center, 16% identified as first generation, 19% foreign citizens or U.S. permanent residents, 24% from historically underrepresented groups, 48% institutionally aided, and 66% female.

Academic Tutoring filled 2,026 small-group tutoring requests, serving 1,110 undergraduate students. Additionally, a new pre-calculus pre-Orientation program, Vertex, was piloted with 21 students, 90% of whom completed the program.

English Language Support’s Conversation Partners Program paired 52 staff with 49 students/scholars. In a survey about their experience, all student participants agreed that participation in the program made them feel more included on campus. Further, most (77%) staff reported that participation in the program helped them feel they were contributing to inclusion efforts on campus.

“I can’t stress enough how much [the Conversation Partners Program] has enriched my experience here at Brown.”

— Staff participant

With support from OIED, the Writing Center hosted Dr. Geneva Smitherman (Michigan State) for multiple workshops and classroom presentations. To further expand outreach to writing support, the Center facilitated 13 course-embedded workshops on topics such as peer review, which served 417 students. Excellence at Brown, a writing pre-orientation program, continues to support students who seek additional preparation for college-level writing, with 93 participants in August 2018.

**Fellows programs:** Both the Writing Fellows course (English 1190M) and the Problem-Solving Fellows course (UNIV 1110) intentionally integrated diversity, equity, and inclusion into their courses, through readings, assessments, and pedagogy. Additionally the Writing Fellows’ Diversity and Inclusion Outreach Coordinators facilitated workshops on inclusive pedagogy at their fall and spring retreats.
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, which are also archived on the website and available in print version. As of May 2019, these newsletters are distributed to 977 subscribers (up from 821 in 2017-18). Over the past academic year, these topics included (with analytics from June 1, 2018 - May 31, 2019):

- August 2018: Invitational Syllabi (60% open rate, 319 page views)
- September 2018: Integrating Research in STEM and Social Science Courses (54%, 120 views)
- November 2018: Supporting a Diverse International Student Community (53%, # unknown)
- February 2019: Teaching Problem Solving (54%, 239 views)
- March 2019: Invitational Office Hours (52%, 239 views)

Additionally, Sheridan continues to develop an inclusive teaching section of web resources, brown.edu/go/InclusiveTeaching. This page received 4,223 page views in the past academic year, a significant increase over last year’s total (2,524).

“This was a perfect shared space.”

— Capstone Course Design Participant
Writing

Dr. Stacy Kastner served as Associate Director of the Writing Center and Adjunct Assistant Professor of English, until June 2019.

Dr. Austin Jackson is Visiting Assistant Professor, Nonfiction Writing Program, and Assistant Director of the Writing Center.

Austin’s full bio can be found here: brown.edu/go/Austin_Jackson

“I’ve loved seeing students become more confident in their writing over the course of a semester and having the privilege to be a part of their writing process.” — Writing Fellow

Brown’s Writing Center provides individual and group writing support free of charge to any member of the Brown community. Writing Center Associates assist students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. In 2018-19, the Writing Center facilitated:

- 2,281 consultations with 1,100 unique writers over the course of the regular academic semester. 23% of consultations served students from historically underrepresented groups, and 11% of consultations served first-generation college students. This includes:
  - 51 writing advising consultations for 11 unique writers in significant need of writing support by faculty or dean’s referral over the course of the regular semester. 18% of consultations served students from historically underrepresented groups, and 31% of consultations served first-generation college students.
  - 58 walk-in consultations in the fall and 41 in the spring.

- 23 writing workshops, seminars, or retreats for 14 courses, serving 15 faculty from 13 departments and 461 students with 729 total contacts.

- 2 week-long dissertation writing retreats, each with two tracks, serving 20 students in the summer and 36 in the winter with 65 hours of writing advice, inspiration, and community.

- 26 three-hour dissertation writing groups, serving over 40 unique writers with 78 hours of community writing support this year.

- 10 dissertation writing workshops, collaborating with faculty from 7 academic departments and staff and administrators from 7 different areas of the University to serve over 125 graduate students.
Excellence at Brown

Excellence at Brown is a free, residential, writing-intensive program that orients incoming first-year students to Brown’s academic and campus culture. Offered the week before General Orientation, the program includes three seminars taught by Brown professors from a range of academic disciplines. One-on-one writing consultations with Writing Associates at Brown’s Writing Center help students to become familiar with critical thinking, drafting, and revising processes. The Writing Center provided 372 consultations and 30 small-group writing workshops for 93 Excellence at Brown students in August 2018. 32% of students served were from historically underrepresented groups, and 30% of students served were first-generation college students.¹

Mellon Mays Undergraduate Fellows Program

The Mellon Mays Undergraduate Fellowship (MMUF) aims to increase the number of individuals from historically underrepresented racial and ethnic groups, and others with a demonstrated commitment to eradicating racial disparities, who pursue a Ph.D. in key fields. In Fall 2018, Writing Associates met regularly with Mellon Mays Fellows in the Brown Center for Students of Color to provide one-on-one and small group writing support. In Spring 2019, Writing Center Assistant Director Austin Jackson facilitated three MMUF writing workshops: “Writing the Thesis Statement - Theoretical Framework and Methods,” “Condensing - How to Turn Your Thesis into a Presentation,” and “Best Practices for Editing.”

In May 2019, Associate Director Stacy Kastner and Assistant Director Austin Jackson teamed up to co-facilitate four writing and research workshops for the MMUF Summer Scholar Start-Up Program. This work was supplemented with individual writing consultations with three new and six continuing Mellon Mays Fellows.

“It’s just a terrific, supportive, serious, and professional atmosphere.”

— 2019 Dissertation Writing Retreat Participant
English Language Support

English Language Support (ELS) provides opportunities for international and multilingual students at Brown to hone their language skills and build community. In 2018-2019, the ELS team facilitated an intensive two-week summer program for recently arrived international graduate students and offered weekly English language workshops throughout the academic year. ELS also offered nearly 500 hours of individualized support to multilingual students, scholars, and faculty in reading, writing, listening, speaking, and U.S. cultural norms. To expand the network of English language support on campus, ELS facilitated workshops for faculty, graduate students, and staff, including a ten-hour specialized training for a cohort of Writing Center Associates, which focused on supporting writers with diverse linguistic and cultural backgrounds.

A key ELS initiative this year was the expansion of the Conversation Partners Program, which paired staff members with international and multilingual students for English conversation and cultural exchange. Piloted in 2017 as a diversity and inclusion initiative, this program grew to include 100 participants in 2018-2019. Notably, there was a representation of staff from a wider range of administrative and academic units, including the Library and the Department of Public Safety. At the end of the Spring term, the student participants who provided feedback (n=5) all agreed that they felt more included on campus, learned something new about intercultural communication, and gained confidence speaking in English as a result of participating in the program. Of the staff participants who provided feedback (n=13), most (77%) agreed that they felt they had contributed to inclusivity on campus and nearly all (92%) agreed that they had learned something about intercultural communication and had become more aware of the resources and support available for international students on campus as a result of participating in the program.

“Just getting to know people from completely different backgrounds and truly learning about their culture is fascinating, refreshing and enlightening. I also love being able to help them improve their English skills. Having everyday conversations is one of the best ways to learn a language. I love this program!”

- Conversations Partners Program participant

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

Sara Gramley
Assistant Director for English Language Support
Sara’s full bio can be found here: brown.edu/go/Sara_Gramley
Educational Development

STEM Initiatives

Dr. Stacey Lawrence
Associate Director for STEM Initiatives.

Stacey’s full bio can be found here:
brown.edu/go/Stacey_Lawrence

Dr. Kristina Cohen
HHMI Postdoctoral Research Associate.

Kristina’s full bio can be found here:
brown.edu/go/Kristina_Cohen

Key highlights of STEM programming include:

Undergraduate Research

As part of the Brown Learning Collaborative, Sheridan collaborated with HHMI-Brown to develop resources and programs on course-based undergraduate research experiences (CURE). This year, we developed an Inclusive Teaching Newsletter, organized a CURE Speaker Series, developed a syllabus template, requested course proposals from faculty interested in integrating research into their courses, and offered a CURE Course Design Institute for faculty, postdocs, and graduate students. In total 9 courses were selected for full funding through this initiative.

“Sharing strategies and identifying common challenges with peers [was useful]. It reminded me that we are a community and experiences and resources are available to help improve the course and student outcomes. Even when a course is great, it can always improve.”

— CURE Course Design Institute participant
In Spring 2019, BIOL 0285: Inquiry in Biochemistry, BIOL 1555: Methods in Informatics and Data Science for Health, and ENGN 1860: Advanced Fluid Mechanics were supported by the HHMI-Sheridan Course-based Research Initiative. Students from these courses showcased their research projects at the first Undergraduate Course-Based Research Poster Fair in May 2019.

Problem-Solving Course Design Institute

As part of the Brown Learning Collaborative, Sheridan provided support for faculty who participated in the 2018-2019 Problem-Solving Course Design Institute (PSCDI). This included providing feedback on (re)designed assignments, sharing strategies for implementation, and collecting formative feedback from about 130 students in courses taught by PSCDI faculty.

Mentoring and Advising

The Sheridan Center offered two customized workshops for graduate students on mentoring undergraduate students. Additionally, in collaboration with HHMI-Brown, the Sheridan Center convened a group of 16 STEM faculty and staff from Brown, University of Rhode Island, and Providence College to discuss inclusive mentoring practices at our institutions. Each attendee shared best practices in their work with mentees and advisees.
Interdisciplinary Programs

Dr. Jessica Metzler
Senior Associate Director

Jessica's full bio can be found here:
brown.edu/go/Jessica_Metzler

Sheridan Graduate Student and Postdoctoral Scholar Teaching Fellows Program

This new program provides the opportunity for participants to conduct and present independent research on a teaching-related topic. This year twelve graduate student fellows from a range of fields including Anthropology, Behavioral and Social Sciences--School of Public Health, Chemistry, Computer Science, Ecology and Evolutionary Biology, French Studies, Medicine, Slavic Studies, and Sociology, conducted original research projects on a variety of topics--from inclusive syllabi and advising to language acquisition to laboratory teaching.

Writing Across the Curriculum Faculty Seminar

The second annual cohort of the Sheridan Writing Across the Curriculum Seminar wrapped up their courses this year. Since 2017, a total of 11 faculty teams from a variety of disciplines have completed the yearlong program to design courses that integrate writing as a means to improve student learning. Participants made a range of changes to their teaching including incorporating peer feedback, developing writing exercises, and providing scaffolded opportunities to complete and receive feedback on writing assignments.

Capstone Faculty Course Design Institute

The Capstone Course Development Institute is a new program offered in collaboration with the Swearer Center that provides support for faculty to develop or redesign and teach a course that scaffolds and supports cumulative capstone learning experiences in their concentration. This year, faculty participants from five concentrations gathered to share experiences and develop syllabi for capstone courses.

“The relationship of my writing assignments to my course goals will be much strengthened, and made far clearer to students; I will change the way I incorporate/require revisions and teach students to think about the revision process; The kind of feedback I give students on their writing will be much more useful, and I think it will be given in forms that are more effective for student learning.”

— Writing Across the Curriculum Seminar faculty participant
Undergraduate Instructional Development

Dr. Christina Smith
Assistant Director for Undergraduate Instructional Development and Adjunct Lecturer, School of Engineering.

Christina’s full bio can be found here: brown.edu/go/Christina_Smith

Problem-Solving Fellows Program
The Problem-Solving Fellows (PSF) program, launched in the Spring of 2018 as part of the Brown Learning Collaborative, aims to develop undergraduate educators to be more effective problem solvers through their teaching. The program has grown to include 27 students from biology, chemistry, computer science, economics, engineering, mathematics, neuroscience, and physics, who teach in courses serving over 2,300 Brown undergraduates. The core component of the program is the course UNIV 1110: The Theory and Practice of Problem-Solving. This course focuses on developing reflective learning and teaching practices, evaluating bias and identity in the problem-solving process, and creating a community of undergraduate peer educators. At the end of the term, PSFs engaged in group projects that incorporated concepts around teaching, learning, and problem-solving within a Brown context.

Fall 2018 group project examples:
- Podcasts of experiences of female STEM faculty members at Brown and student experiences of “thriving” or “surviving” in STEM spaces
- Podcasts and short videos explaining common difficult disciplinary concepts
- Departmental surveys regarding undergraduate teaching assistant (UTA) and student experiences
- (Re)design of discussion section materials and assignments

Spring 2019 Scholarship of Teaching and Learning (SoTL) research projects:
- A Preliminary Inquiry Into the State of the Brown University Computer Science Department’s Undergraduate Teaching Assistant Program
- Mapping Course Goals, Assignments, and Student Outcomes in Introductory-Level Courses at Brown University

Pedagogical Development
Throughout the year, we provided pedagogical development opportunities for undergraduate peer educators in a variety of venues. Workshops provided through the Sheridan Center and departmental trainings were attended by nearly 400 students. Topics included:
- Lesson planning using Understanding by Design
- Leveraging teaching experience on the job market (co-facilitated with the CareerLab)
- Inclusive teaching and leadership

“The skills this class helped me develop were all completely new. It changed my entire perspective on UTAing and taught me so much about teaching and learning... Amazing, amazing, amazing.”

— Problem-Solving Fellow
Assessment

Dr. Eric Kaldor has served as Associate Director since April 2019. Eric’s full bio can be found here: brown.edu/go/Eric_Kaldor

Brown Learning Collaborative
As the Brown Learning Collaborative expands its work supporting intergenerational teaching and liberal learning, we are collecting evidence to improve programs and support effective collaboration across the initiative. Specifically, we are tracking changes faculty make to their courses following course design institutes and collecting feedback on how these changes affect teaching and learning in these courses over time. In particular, we are looking for evidence that students participating in the Learning Collaborative are developing transferable skills in student writing, problem-solving, and research by examining culminating assignments as well as students’ self-efficacy beliefs and metacognition around each area. We will also explore the long-term impact of faculty-student collaboration on course design and teaching methods in relevant courses.

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 a process for connecting with and supporting programs eligible for review. The purpose of this process is to facilitate departmental self-studies and the organization of evidence that communicates how programs are achieving their student learning goals and why proposed curricular changes might be worthy of consideration. Four of the six programs reviewed in the 2018-19 year took advantage of this support, and we look forward to collaborating with next year’s cohort.

Course Feedback Form
During the 2018-2019 academic year, the Sheridan Center continued to provide support for The College’s initiative to evaluate and redesign the form students use to provide feedback on their experiences with courses. As part of the new course feedback system implementation, the Sheridan Center has consulted with departments and other units, (e.g., Computer Science and the School of Professional Studies) on the creation of custom questions to support course and curricular improvement.

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. Consultations include support for faculty and staff who are trying to: 1) identify relevant evidence-based practices in the literature, 2) select appropriate options for evaluation design, 3) adapt existing instruments and protocols, and 4) visually communicate an evaluation plan. We routinely provide support for faculty applying for career development grants (e.g., NSF Early Career Development Program and the Cottrell Teacher Scholar Awards). The Sheridan Center is also available to support academic programs pursuing training or educational grants, such as the Molecular Biology, Cellular Biology and Biochemistry Graduate Program’s 2019 application for an NIH predoctoral training grant.

Dr. Marc Lo served as Assistant Director for Assessment and Evaluation until January 2019.
Academic Tutoring

Janet Peters
Assistant Director for Academic Tutoring
Janet’s full bio can be found here: brown.edu/go/Janet_Peters

“The tutor made the most daunting topics in calculus more approachable and helped us reason through the logic of them, which I also believe has strengthened my confidence in the class as well as my ability to make these calculus-related decisions with more ease.”

—Math 0100 tutee

The Tutoring Program filled 2,026 group tutoring requests, an increase of 235 requests from last year, serving 1,110 unique undergraduate students across 429 group tutoring sessions during the 2018-19 academic year. In addition to weekly sessions, tutors coordinate midterm and final exam review sessions for biology, chemistry, engineering, math, and physics courses that collectively serve an additional 250 students.

In addition to meeting weekly with tutees, tutor professional development included Assistant Director and peer feedback during mock training sessions, monthly discipline-specific team meetings, lesson planning, and CareerLAB workshops, and tutor mid-semester meetings with the Assistant Director to review and discuss anonymous tutee evaluations.

Vertex
In summer 2018, the Sheridan Center piloted Vertex, an online six-week pre-calculus program designed to prepare incoming first-year students for the academic culture of Brown and the rigor of its quantitative courses. Over the six-week period, students watch online videos, complete self-testing exercises, and meet twice a week in small groups with program mentors for problem-solving sessions.

Twenty-one students began the program, and 19 completed it, a retention rate of 90%. Of the 19 students, the mean pretest math quiz score was 51%, with most (13) students performing at a non-passing level. By post-test, scores rose dramatically to an average of 88%, a statistically significant gain with a very large practical effect.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Placements</th>
</tr>
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<tr>
<td>CHEM</td>
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<td>RUSS</td>
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</table>
Service to Brown

Cross-Campus
- Curriculum @ 50 Planning Committee
- Data Governance Committee
- Digital Teaching and Learning Website Group
- Engaged Scholarship and Broader Impacts Joint Committee
- Howard Hughes Medical Institute (HHMI) Committee
- Organization of university teaching awards ceremony

Office of the President

Advancement Office
- Consultation about book group

Office of Institutional Equity and Diversity (OIED)
- Collaborative design and facilitation of two-part workshop, “The World at Brown: Creating an Inclusive Community for International Students,” as part of the OIED Diversity and Inclusion Lunch Series
- Facilitation of “Developing a Culture of Inclusive Teaching in Departments” at OIED Academic Diversity Symposium

Office of Campus Life
- Coordinate and integrate athletic tutoring in tutoring portal
- Critical Consciousness Reading Group Facilitator
- Collaboration on International Women’s Meet and Greet (fall) and International Women’s Day (spring) events
- Hearing Officer, Office of Campus Life and Student Services

Office of the Provost
- Presentation for Future of Work Committee
- Digital Teaching and Learning Strategy Group

Computing and Information Services
- Academic Technology Steering Committee
- Programming Modules Project/Digital Literacy Committee

Global Brown
- Executive Committee
- DIAP working group (co-chair)
- Student Support Committee

Leadership Alliance
- Workshop for Leadership Alliance group study leaders

Library
- Judge, Undergraduate Prize for Excellence in Library Research

The College

Committee Service:
- College Curriculum Committee
- CCC Undergraduate Certificate Subcommittee
- Winter Session Subcommittee
- Assessment support for concentration reviews
- Senior Leadership Group
- Fulbright Committee
- Course Feedback Form Committee
- Curriculum@50 Planning Committee

Program Coordination:
- Undergraduate Teaching Assistant Orientations
- Winter session support for multilingual learners
- Facilitation of week-long jump-start research and writing program for incoming Mellon Mays Undergraduate Fellows
- Support of spring writing groups for Mellon Mays Undergraduate Fellows
- Workshop on writing a personal statement for Woodrow Wilson National Fellowship Foundation’s Mellon Mays GAPP Graduate School Bootcamp
- Participation in and co-facilitation of Directors of Undergraduate Studies lunch on capstones

Workshops and Resources Created in Service of The College Initiatives:
- First Readings workshops facilitation for first year students
- First Readings preparation workshops for faculty and staff
- Capstone course design consultations

Advising and Pathways:
- Undergraduate advising (3 staff)
- Advising for International Writers’ Blog
- Panelist for Meijklejohn Resource Fair
- Advising of Fulbright applicants
- Co-sponsorship of invited speaker on advising

Centers in The College

Swearer Center for Civic Engagement
- Co-facilitation of faculty-coaches learning community

Curricular Resource Center
- “How Do You Design a Course?” workshop
- Theories in Action facilitator
Graduate School
New Graduate Teaching Assistant workshops
Participation in resource fairs and orientation support events for Graduate and International Graduate Orientation
Two intercultural communication workshops for Master’s and Ph.D. students
Development of a “Research Mentoring in Science” workshop for IMSD
Graduate School DIAP Working Group
Reviewer of Research Matters presentations

Academic Centers, Departments, Programs, and Institutes

Africana Studies
Writing workshop for AFRI1360

Anthropology
Writing workshop for ANTH2020

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

Biology (Undergraduate)
Tutoring sessions for BIOL 0200, 0280, 0470, 0500, 0530, 0800

Center for the Study of Race and Ethnicity in America
Dissertation Writing Workshop for graduate students and visiting scholars

Chemistry
Tutoring sessions for CHEM 0100, 0330, 0350, 0360
Workshop on Responding to Student Work
Writing workshop for CHEM 1560N

Cognitive, Linguistic and Psychological Sciences
Tutoring sessions for CLPS 0900
Writing workshop for CLPS0010

Computer Science
"Inclusive Teaching in CS" workshop (offered twice)
Cultural Awareness workshop

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

Economics
Tutoring sessions for ECON 0110, 0170, 1110, 1210, 1620, 1710
Writing workshop for ECON1355

Education
Guest lecturer in MAT program
Education Alliance for Equity and Excellence in the Nation’s Schools

School of Engineering
ENGN 30 Peer Mentoring Training
Tutoring sessions for ENGN 0030, 0040, 0510, 0520, 0720, 0810

English
Instruction of ENGL 1190M: The Theory and Teaching of Writing (Fall 2018; 2 sections)
Search committee for Director, Nonfiction Writing Program

French Studies
Tutoring sessions for FREN 0100-0400

Hispanic Studies
Tutoring for HISP 0100-0400

History
Workshop on course design for graduate student professionalization course
Panelist for New TA Orientation
Writing workshop for HIST0523B

Italian Studies
Tutoring sessions for ITAL 0100-0400

Center for Language Studies
Speaker for “How I Became Passionate About Language” series
Panelist for recruited students panel

Mathematics
“Inclusive Math” workshop
Tutoring sessions for MATH 0050, 0060, 0090, 0100, 0170, 0180, 0190, 0200, and 520

Neuroscience
Tutoring sessions for NEUR 0010, 1020, 1030

Physics
Two-part English language support workshop series
Tutoring sessions for PHYS 0030, 0040, 0050, 0060, and 0070

Political Science
Writing workshop for POLS0920B

School of Professional Studies
Workshop for two sections of the pre-college Summer@Brown course, “Read, Think, Write: Approaching the College Essay.”
Two workshops for Summer@Brown instructors on “Designing a Student-Centered, Inclusive Pre-College Course”
School of Public Health
Consultations on support for multilingual learners
Workshops for MPH orientation

Slavic Studies
Tutoring sessions for RUSS 0100-0400

Sociology
Tutoring sessions for SOC 1100
Writing workshop for SOC1020

Watson Institute for International and Public Affairs
Writing workshop for DEVLI980: INTL1803T, and DEVLI803R

Student Groups
Brown Refugee Youth Tutoring Enrichment (BRYTE)
Two English language learning workshops

International Mentoring Program (IMP)
Two orientation workshops

External Service
Professional Associations
Professional Organizers and Developers’ (POD) Network:
Past President (2018-19)
Executive Committee
Governance Committee
Core Committee
Awards Committee
Professional Development Committee

Consortium Participation
Ivy+ Learning Services
Ivy+ Teaching and Learning Centers (2019 meeting host)
Ivy+ Writing Centers
Ivy+ Campus and Community
Rhode Island Writing Center Roundtable
Rhode Island Teaching and Learning Network (Chair)

External Visitors or Consulting
Association for American Universities (AAU)
Bard College
Boston College
Central Connecticut State University
Columbus State University
University of Denver
Caltech, Caltech Center for Teaching, Learning, and Outreach
University of Chicago, Chicago Center for Teaching
Columbia, Center for Teaching and Learning
Cornell, Center for Teaching Innovation
Dartmouth, Dartmouth Center for the Advancement of Learning
Harvard, Derek Bok Center for Teaching and Learning
University of Michigan, Center for Research on Learning and Teaching (CRLT)
Harvard, Strengthening Learning and Teaching Excellence (SLATE)
MIT, Teaching and Learning Laboratory
University of Pennsylvania, Center for Teaching and Learning
Princeton, McGraw Center for Teaching and Learning
Stanford, Center for Teaching and Learning
Yale, Poorvu Center for Teaching and Learning
Johns Hopkins University
Macalester College
McGill University
Michigan State University
National Research University Higher School of Economics, Moscow
Nottingham Trent University, England
Princeton University
Rhode Island School of Design
Saint Louis University
Temple University
Texas A&M University at Qatar
Trinity Repertory Company
University of New England
U.S. Naval War College
Wake Forest University
People

Sheridan Staff

First Row, L to R: Eric Kaldor, Christina Smith, Jessica Metzler, Stacy Kastner (through June 2019), Stacey Lawrence, Mary Wright
Back Row: Debra McElenny, Vania Figueiredo, Anne Kerkian, Janet Peters, Austin Jackson
Not pictured: Kristina Cohen, Sara Gramley, Marc Lo (through January 2019)

Head Graduate Teaching Consultants and Proctors

Emily Drennan
Writing Center
Administrative Proctor
Department of Egyptology and Assyriology

Charles Carroll
Head Teaching Consultant
Department of History

Michelle Muzzio
Head Teaching Consultant
Department of Chemistry
No one is ever strictly a teacher or strictly a student but rather most times we are all both students and teachers constantly teaching but also learning new ways to improve our teaching.”

— Sheridan Teaching Consultant

Writing Associates

Su Yon (Stine) An, Literary Arts
Nicolas Andersen, Religious Studies
Alyssa Anderson, American Studies
Josiah Bisbee, Religious Studies
Isabel Blalock, Public Health
Ryan Buckland, Public Health
Sam Caldis, Classics
Charles Carroll, History
Harrison Chalmers, Philosophy
Laura Chilson-Parks, History of Art and Architecture
Ariel Deutsch, Earth, Env., and Planetary Sciences
Atticus Doherty, French Studies
Emily Drennan, Egyptology and Assyriology
Benjamin Fancy, French Studies
Maggie Goddard, American Studies
Emily Hodess, American Studies
Brian Horton, Anthropology
Rebecca Krasner, French Studies
Evan Levine, Archaeology/Ancient World
Kimberly Lewis, Anthropology
Claritza Maldonado, American Studies
Rachel Meade, Political Science
Devon Newhouse, History
Paloma Orozco Scott, American Studies
Miriam Rothenberg, Archaeology/Ancient World
Lindsay Schneider, Biomedical Engineering
David Sleboda, Ecology and Evolutionary Biology
Doran Smith, English
Leonard Sprague, Chemistry
Adrien Stoloff, Religious Studies
Rebecca Thorsness, Public Health
Brittney Threatt, Africana Studies
Mary Williams, French Studies
Zachary Wilmot, Sociology
Ida Yalzadeh, American Studies
Graduate Teaching Consultants


Graduate and Postdoc Teaching Fellows

Front row, L to R: Alice Shiliang Cao, Nikole Bonacorsi, Kimberly Lewis Back row, L to R: Lorenzo DeStefani, Anastasia Tsyliina, Kimberly Neil, Michelle Muzzio, Rui Carvalho, Jon Nelson, Zachary Wilmot, Benjamin Fancy Not pictured: Augustine Kang
Academic Tutors

Michelle Adler,
Biomedical Engineering

Gur Agci, Chemical Engineering

Zahra Ahmed, PhD Candidate,
Biomedical Engineering

Swata Alagar, Public Health
Alexander Alverson,
Geology - Chemistry
Lauren Anderson,
Biomedical Engineering

Sathya Anisetti,
Applied Mathematics

Sergio Arambula,
Chemical Engineering

Karyna Atha,
Biology

Margaret Atkinson-Barnes,
Psychology

Meta Austin,
Mechanical Engineering

David Baek, Biochemistry and Molecular Biology

Ankush Bajaj, Neuroscience

Marie Baker, Immunobiology

Livia Belman-Wells, Physics

Vishwanath Betapudi,
Biochemistry and Molecular Biology

Anna Bogdanok, Education Studies - Economics

Charles Bui, Biochemistry

Xochi Cartland, Literary Arts

Joseph Cavanagh,
Chemical Physics

Rajita Chandak, Applied Mathematics - Economics

Kevin Chen, Statistics - Public Health

Agnes Cheng, Immunology

Jungho Choi, Chemical Physics

Carlyn Chrabaszcz, Applied Math - Computer Science

Olivia Cummings, Biochemistry and Molecular Biology

Alan Dean, Slavic Studies

Tyler DeFroscia, Mathematics - Computer Science

Emma Dennis-Knieriem, Applied Math

Rachael Diaz, Immunobiology

Anupama Dinesh, Health and Human Biology - Anthropology

Kathryn Dooley,
Mechanical Engineering

Larissa Dorn, Applied Mathematics - Political Science

Tracy Du, Chemical Biology

Noah Duncan, Applied Mathematics - Economics

Julia Fisher, Neuroscience

Orlando Garcia, Health and Human Biology

Nicholas Giamalis,
Mechanical Engineering

Cian Godfrey,
Mathematical Physics

Anuva Goel, Neuroscience

Katie Hancock, Applied Mathematics - Economics

Elizabeth Healy,
Mechanical Engineering

John Hegarty, Engineering

Gisela Hoxha, Applied Mathematics - Economics

Abbie Hui, Health and Human Biology

Richard Huisa, Chemical Biology

Peihan Huo, Applied Mathematics

Benjamin Insley, Physics

Oliver Isik, Master of Physics

Solon James, Engineering

Rahul Jayaraman, Physics - Computer Science

Liz Jiang, Applied Mathematics

Roshini Kalagara, Biology

Alkim Kara, Applied Mathematics - Biology

Jesse Kass, Neuroscience - Economics

Julia Kiely, Chemistry

Aayush Kothari, Biology

Malavika Krishnan, Applied Mathematics - Economics

Rushil Kumbhani, Immunobiology

Sophie Kush, Neuroscience

Viktor Ladics, Engineering

Rachel Landau, Slavic Studies - Literary Arts

Emmanuel J. Lao, Economics

YueXin Li, Applied Mathematics - Economics

Ian Light, Biology - Egyptology

Amy Lipman, Biochemistry and Molecular Biology

Yutong Liu, Economics

Sarah Marion,
Independent Concentration

Timothy McDonough,
Mechanical Engineering

John Moise, Biochemistry and Molecular Biology

Kitty Moh, Chemical Engineering

Erika Nakajima, Applied Math - Biology

Isaac Nathoo, Computational Biology - Computer Science

Simran Nayak, Applied Math

Zachary Nerona,
Biomedical Engineering

Travis Nguyen, Master of Biotechnology

Catherine Ohrt, Public Health

Bryan Olivo, Applied Mathematics

Aanya Parikh, Economics - International Relations

Andrew Park, Applied Mathematics

Cadence Pearce, Chemical Biology

Barbara Pereira Vera, Biochemistry and Molecular Biology

Eileen Phou, International Studies - Applied Mathematics

Anirudh Pula, Engineering

Suyi Qin, Economics

Ali Rahman, Mathematics

Vikas Rajasekaran, Applied Mathematics - Economics

Kriyana Reddy, Applied Mathematics - Economics

Jose Reyes, Neurobiology

Joseph Reindl, Education Studies

Ana Elena Rodriguez, Biology

Derek Rott, Master of Biotechnology

Alyssa Rust, Neuroscience

Sumaiya Sayeed, Biomedical Engineering

Benjamin Seifert, Physics - Computer Science

Renee Seto, Biochemistry and Molecular Biology

Sreyashi Sharmin, Mathematics

Olivia Simmons, Economics
Eric Solomon,  
Applied Mathematics  
Keerthi Sreenivasan,  
Chemical Biology  
Sindura Sriram, Applied Mathematics - Computer Science  
Mary Stack, Applied Mathematics - Economics  
Alison Swinth, Anthropology  
Maheen Syed, Applied Mathematics  
Juan Javier Syquia, Chemistry  
Irene Tang, Psychology  
Kathy Thach, Chemical Engineering  
Sincere Tuitt, Physics  
Kevin Vanent, Neuroscience  
Petar Josip Vidovic, Electrical Engineering  
Justin Voelker, Physics  
Asha Williams, Applied Mathematics - Economics  
Alanna Wolf, Applied Mathematics - Biology  
Douglas Wu, Biochemistry and Molecular Biology  
Jack Xiong, Applied Mathematics - Economics  
Xinzhu Yang, Neuroscience  
Bashar Zaidat, Computational Biology  
Crystal Zhang, Biochemistry and Molecular Biology  
Eric Zhong, Cell and Molecular Biology  
Jie Zhou, Applied Mathematics  
Carrie Zhuang, Applied Mathematics - Computer Science  

Writing Fellows

Maryam Ahmad, Narrative Health (IC)  
Zahra Asgar, Cognitive Neuroscience and International Relations  
Shade Au, English  
Catherine Bai - Literary Arts and Applied Math  
Olivia Bowen, Political Science  
Marielle Burt, Literary Arts and TAPS  
Isabella Cavicchi, Anticipated independent concentration in arts education and engagement  
Phillip Champagne, Political Science/Development Studies  
Amistad Cinque, Political Science and Literary Arts  
Sarah Clapp, English Non-Fiction and Classics  
Mara Dolan, Developmental Studies  
Tracy Du, Chemical Biology  
Matt Dwelle, English and Hispanic Studies  
Isabel Guarnieri, International Relations  
Jacob Gramlich, History  
Elana Hausknecht, Urban Studies and/or Music  
Anna Hundert, Archaeology  
Jonathan Hess, Physics and Classics  
Hilary Ho, English  
Julia Horwitz, English  
Makedah Hughes - Comparative Literature, French, and Francophone Studies  
Jessica Jiang, Ethnic Studies and MCM  
Naotaro Kato, Education  
Asey Koh, English and Anthropology  
Emily Lane, Public Health  
Victoria Lansing, Classics, Theodore Lau, Art History and Literary Arts  
Evan Lincoln, Gender and Sexuality Studies and Performance Studies  
Nikki Locklear - History  
Anna Magavern, Comparative Literature  
Jennifer Matrianni, BEO  
Marianna McMurdock - Education Studies and English  
Daven McQueen, Literary Arts  
Alan Mendoza, Comparative Literature with Two Languages  
Caroline Mulligan, English and History  
Julia Newitt, English and TAPS  
Caleb O’Brien, History  
Bailee Peralto, International Relations  
Gretchen Peterson, Urban Studies and Philosophy  
Vicky Phan, Computer Science  
Nhu Phung, Anthropology and Environmental Science  
Mira Reichman, Developmental Studies  
Isabel Reyes, Cognitive Neuroscience  
Gwendolyn Rodge, Education and English  
Divya Rui-qi, Anthropology and Sociology  
Gemma Sack, History  
Janavi Sethurathna, Neuroscience  
Tara Sharma, English and Enviro.  
Mathew Slade, Biophysics  
Lucas Smolcic, Anthropology and Portuguese and Brazilian Studies  
Daniel Stassen, Political Science  
Gus Stephens, History and Social Analysis and Research  
Hang My Tran, Literary Arts  
Kripa Venkatesh, MCM and Economics  
Asha Williams, Applied Mathematics-Economics  
Margot Witte, Philosophy  
Weng Yin, MCM  
Kayli Wren, English and Sociology  
Adna Zejnilovic, History and Development Studies  
Cindy Zeng, Biochemistry
Problem-Solving and Research Fellows

Melanie Ambler, Neurobiology
Kenneth Berglund, Mathematics
Laura Blackstone, Computer Science and Mathematics
Arthur Borém, Computer Science
Rachel Foster, Cognitive Neuroscience
Nelson He, Economics
Elise Hinkle, Physics
Amy Huang, Computer Science
Jonathan Huang, Neuroscience and Computer Science
Jacob Jackson, Physics
Dominick Joo, Mathematics
Tracy Knight, Cell and Molecular Biology
Jane Kruskop, Neuroscience
Max Lahn, Mathematics
Hanley Ma, Biochemistry and Molecular Biology
Keiner Oliveira, Economics
Aidan O’Shea, Neuroscience and Archaeology
Krishna Rajan, Engineering
Josh Roy, Computer Science
Taro Shima, Mathematics
George Spahn, Mathematics
Brooke Spencer, Biology
Abhey Sur, Economics
Katie Wu, Mechanical Engineering

International Writers’ Blog

Layla Abdulla ’19, Health and Human Biology
Iryumugaba Biko ’21, Economics
Ella Burguera-Couce ’20, Medieval Studies
Lauren Campbell ’21, Anthropology and Food Studies
Bruno Felalaga ’20, Electrical Engineering and Economics
Anh-Lise Gilbert ’21, International Relations
Lydia Haile ’19, Public Health
Phuongthao Hoang ’22, Neuroscience
Mohannad Jabrah ’22, Biomedical Engineering
Shaili Jha MS ’19, Masters in Computer Science
Valary Kones ’21, Computer Science
Myoung Hyun Lee ’21, Illustration (RISD)
Phoebe Lokwee ’22, Computational Biology
Rhea Mathews ’21, Literary Arts
Sophie Otero ’21, Art History
Minty Pham ’20, International Relations
Laila Rodendeck ’22, Undecided
Amsel Saleem ’21, International Relations
Fabiana Sarkis ’22, Modern Culture and Media
Olympe Scherer ’21, English Nonfiction
Varun Senthil Nathan ’20.5, Literary Arts and Computer Science
Calista Shang ’20, Political Science and Economics
Natcha Sophonpanich ’20, Visual Art and Economics
Nitya Sudarshan ’19, Biology and English
Kitri Sundaram ’21, Literary Arts
Stina Trollback ’22, Environmental Studies and Anthropology
Huayu Wang ’20, Political Science and Economics
Shuyan Wang ’20, Applied Mathematics-Economics
Emma Yang ’20, Illustration (RISD)
Abigail Yuan ’21, Economics and English
Christina Zhang ’20, Modern Culture and Media and Computer Science
Advisory Committees

Research Planning Committee
Oludurotimi Adetunji, Science Center and The College
Geeta Chougule, Science Center
Kristina Cohen, Molecular, Cellular Biology, and Biochemistry
Mark Johnson, Molecular, Cellular Biology, and Biochemistry
Michelle Muzzio, PhD Candidate in Chemistry
Julie Plaut, Swearer Center
David Rand, Ecology and Evolutionary Biology
Jerome Robinson, Chemistry
Susan Short, Sociology
Björn Sandstede, Applied Mathematics and DSI
Thomas Serre, Cognitive, Linguistic and Psychological Sciences

Academic Tutoring Leadership Board
Gur Agci, Chemical Engineering
Rajita Chandak, Applied Mathematics - Economics
Kevin Chen, Statistics - Public Health
Anupama Dinesh, Health and Human Biology
Noah Duncan, Applied Mathematics - Economics
Oliver Isik, Master of Physics
Rahul Jayaraman, Physics - Computer Science

Writing Fellows Student Leadership

Student Assistant Directors:
Catherine Bai - Literary Arts and Applied Math
Marianna McMurdock - Education Studies and English

Diversity and Inclusion Fellows:
Makedah Hughes - Comparative Literature, French, and Francophone Studies
Nikki Locklear - History

Liaisons

<table>
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<tr>
<th>Departments/Program</th>
<th>Faculty Liaison(s)</th>
<th>Graduate Student Liaison(s)</th>
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<td>Africana Studies</td>
<td>Keisha-Khan Perry</td>
<td>Warren Harding</td>
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<td>American Studies</td>
<td>Elena Shih</td>
<td>Margaret Goddard</td>
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<td>Anthropology</td>
<td>Paja Faudree</td>
<td>Alexandra Peck, Katherine Thompson</td>
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<td>Applied Mathematics</td>
<td>Mark Ainsworth</td>
<td>Kristina Mallory, Ross Parker</td>
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<td>Archaeology and the Ancient World</td>
<td>Laurel Bestock</td>
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<td>Brown/Trinity MFA Program</td>
<td>Brian Mertes</td>
<td>Adeline Gorlin</td>
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<tr>
<td>Center for Language Studies</td>
<td>Jane Sokolosky</td>
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<td>Chemistry</td>
<td>Vicki Colvin</td>
<td>Michelle Muzzio, Sam Caldis</td>
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<td>Classics</td>
<td>Elsa Amanatidou</td>
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<tr>
<td>Cognitive, Linguistic and Psychological Sciences</td>
<td>Ruth Colwill</td>
<td>Lauren Franklin, Gregory Dachner</td>
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<td>Comparative Literature</td>
<td>Tamara Chin</td>
<td>Elizabeth Gray</td>
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<td>Computer Science</td>
<td>Tom Doepnner</td>
<td>Christopher Tanner</td>
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<tr>
<td>Earth, Environmental, and Planetary Sciences</td>
<td>Jan Tullis</td>
<td>Ashley Palumbo, Benjamin Parks</td>
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<td>Departments/Program</td>
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<td>Graduate Student Liaison(s)</td>
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<tr>
<td>East Asian Studies</td>
<td>Hiroshi Tajima</td>
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<td>Ecology and Evolutionary Biology (EEB)</td>
<td>Jon Witman, Katherine Smith</td>
<td>Adam Spierer</td>
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<td>Economics</td>
<td>Pedro Dal Bo, Katherine Smith</td>
<td>Kristin Petersmann</td>
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<tr>
<td>Education</td>
<td>Laura Snyder, Cameron Brown</td>
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<td>Egyptology and Assyriology</td>
<td>Laurel Bestock, Emily Drennan</td>
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<td>Engineering</td>
<td>Dan Harris</td>
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<td>English</td>
<td>Catherine Imbriglio, Soomin Kim</td>
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Scholarship

Publications


Presentations


Heffernan, K., and Wright, M. (2019, March). Innovative collaborations: Building coach-faculty partnerships to serve the civic mission of the university. Session at the Eastern Regional Campus Compact meeting, Providence, RI.

Lawrence, S. (2018, November). Inclusive teaching in the environmental and life sciences. Invited talk at the University of Rhode Island, Kingston, RI.


Review Work

Anatomical Sciences Education
Canadian Journal of Higher Education
College Teaching (consulting editor)
Higher Education
The Journal of American Culture
To Improve the Academy

Pieces Written About Sheridan’s Staff or Work


