

The Harriet W. Sheridan Center
for Teaching and Learning

ANNUAL REPORT 2021



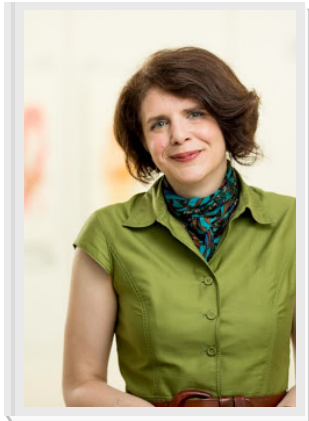
BROWN
Sheridan Center for
Teaching and Learning



TABLE OF CONTENTS

| | |
|----|--------------------------------|
| 2 | LETTER FROM EXECUTIVE DIRECTOR |
| 3 | A YEAR IN REVIEW |
| 6 | STRATEGIC PLAN |
| 19 | CORE PROGRAMS / AREAS |
| 36 | SERVICE |
| 46 | PEOPLE |
| 55 | SCHOLARSHIP |

LETTER FROM EXECUTIVE DIRECTOR, 2020-2021



Mary Wright

In his recent book about the history of U.S. college teaching, Jonathan Zimmerman (2020) recounts a dream, narrated in 1949 by the dean of the graduate school at the University of Minnesota. In his sleep, the dean has a vision of newspaper headlines 35 years in the future, signalling significant changes in the value and revitalization of teaching and professional development.

I am struck by this passage because it mirrors an exercise that I facilitated with Sheridan's advisory board in 2016, when I had newly arrived at Brown. At that time, I asked faculty to imagine headlines about Brown's teaching and learning outcomes, five or ten years into the future. Very similar headlines were proposed by Sheridan's faculty advisors, such as, "GROWING INTEREST IN FACULTY LEARNING COMMUNITIES" and "WELL RESPECTED FOR TEACHING INNOVATION."

Whether forecasted for 1984 or 2021, we now seem to be realizing many of these predictions for teaching and learning. Supported by faculty co-facilitators, the Anchor Course Design Institute engaged over 300 Brown faculty and student co-designers. Although many Brown faculty were teaching in online or hybrid formats for the first time, survey feedback indicated that they felt prepared and student course feedback continues to be strong. Brown was also recognized in multiple venues for educational innovation (Hall & Lulich, 2021; U.S. News and World Report). What made these outcomes possible? Here, I'll speculate alliteratively:

Connection: I am grateful for the patience, tenacity, and wise counsel that all of my colleagues brought to the integration of Digital Learning & Design with the Sheridan Center in August 2020. Many "cross hub" activities are featured in this annual report.

Creativity: The ingenuity of the Sheridan Center staff in moving nearly all work online has given rise to innovative ways of engaging with students and instructors, such as the asynchronous English Language Support consultations for students located in vastly different timezones, or the online "How I..." faculty roundtable series that spotlights Brown exemplars around innovative instructional practices (e.g., "How I Grade" or "How I Build Community").

Contemplation: In addition to supporting inclusive and anti-racist classrooms at Brown, we created a new center-wide DIAP this year and engaged in monthly workshops and presentations. We also critically examined our own identities and practices in the newsletter, "Effective Teaching Is Anti-Racist Teaching," which has been accessed by nearly 12,000 readers across the globe.

Collaboration: Thank you to the hundreds of faculty, postdoctoral scholars, graduate students, and undergraduates who contribute to Sheridan's work through roles such as Provost's Faculty Teaching Fellows, advisory groups members, student leaders, and departmental liaisons. I am also very lucky to work with the Sheridan staff who made the work in this annual report possible, supported by administrative staff members, Debra McEleney and Vania Figueiredo. Finally, I wish to express my gratitude to Provost Richard Locke for his support of the Sheridan Center's important commitments to fostering educational excellence, equity, and access through evidence-based, reflective practice.

Hall, R. & Lulich, J. (2021). University strategic plans: What they say about innovation. *Innovative Higher Education*, 46: 261-284.

US News and World Report. (2021). Best undergraduate teaching, Available: <https://www.usnews.com/best-colleges/rankings/national-universities/undergraduate-teaching>

Zimmerman, J. (2020). *The amateur hour: A history of college teaching in America*. Baltimore, MD: Johns Hopkins.

A Year in Review Timeline

June 2020

In collaboration with 36 faculty facilitators, the Anchor Course Design Institute begins to engage over 300 faculty and student co-designers in support of the university's pivot to online and hybrid teaching. An enduring legacy of the Institute has been an online learning community, which includes over 100 instructors.



"This was a phenomenal program, and I deeply appreciate the facilitators' honesty, transparency, and approachability. I wish every faculty member would have a chance to go through this program before we begin teaching in the fall!"

- Anchor faculty participant

August 2020

The Sheridan Center moves to the Office of the Provost and integrates with the Digital Learning & Design team.

Six new Provost's Faculty Teaching Fellows are named.

September 2020

Brown's faculty offer a resolution in recognition of the Center's work: *"for offering extraordinary assistance to the faculty all summer. The good cheer and professionalism we experienced all summer was extraordinary."*

January 2021

Lourdes Alemán (MIT) visits Sheridan as the Invited Teaching Consultant Speaker, focusing on growth mindset.



February 2021

Peter Felten (Elon) speaks about *Relationship-Rich Education* for the Sheridan faculty and graduate student liaisons meeting.

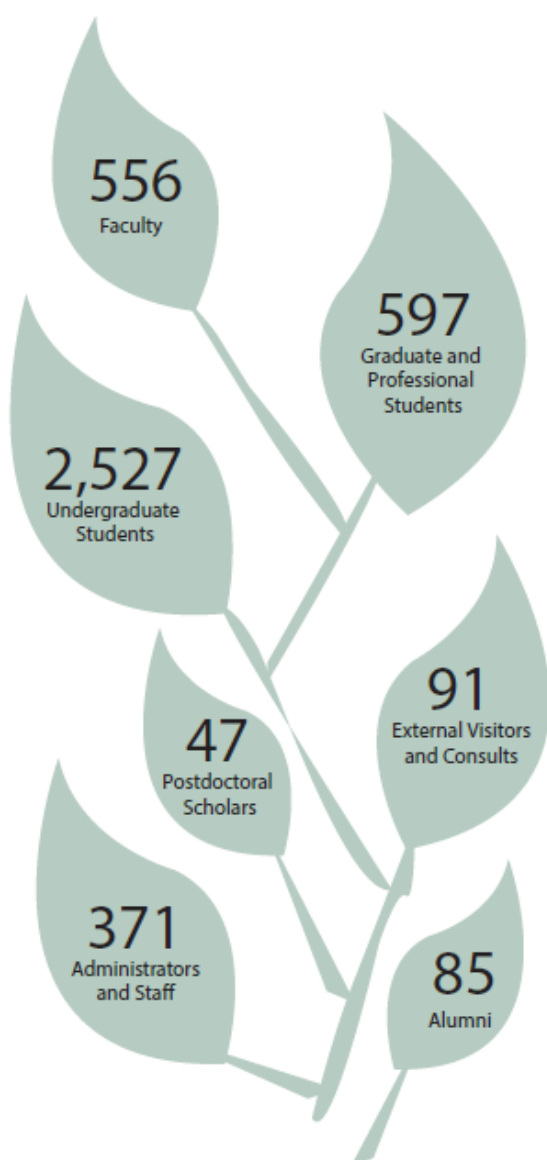
April 2021

The Sheridan Center receives the 2021 Diversity and Inclusion Action Plan (DIAP) Community Award for Administrative Departments. The award recognizes an administrative unit that has used DIAP as a vehicle to actively create positive changes for their department as well as the overall Brown community.

IMPACT AND REACH

Impact and Reach

4,274 individuals served by the
Sheridan Center



11,175
services offered to
Brown's teaching and
learning communities

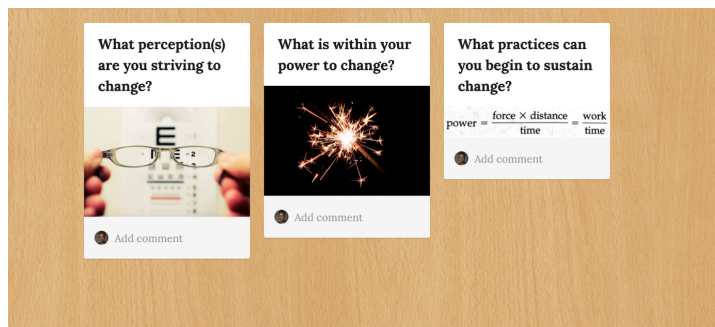
6,158
Educational
Development,
Assessment, and
Digital Learning &
Design

5,017
Student Academic
Support

New Initiatives for 2020-21

Seminar for Transformation Around Anti-Racist Teaching

The START program supports intergenerational department change teams around anti-racist course re-design.



Developing an Online Course



Structuring an Online Course
in Canvas



Teaching an Online Course

Designing and Teaching for Online

This self-paced Canvas tutorial guides Brown instructors through the design or redesign of an online or hybrid course.

Faculty and Dissertation Writing Groups

Faculty and graduate student writing groups met to build community and accountability around writing projects.

This experience really has been a game-changer for me.

- Faculty Writing Group Participant



"Giants" by Tanushri Sundar '21

Creative Hypothesis

Projects centered around the idea of merging creative practices with the fundamental scientific process of asking questions. More on the exhibition can be found here: <https://sites.google.com/brown.edu/questionsexhibition/home>

Online Teaching Assistant Orientations

Sheridan's Graduate and Undergraduate TA Orientations moved online, serving over 400 instructors.

By the time you complete this program, you'll be able to:

- Reflect on your teaching and learning-related values
- Set goals for your teaching and know how to assess your progress
- Prepare to teach and plan for the first days of class
- Prepare to TA in different learning contexts, including online environments
- Provide equitable feedback and grades to students
- Identify available resources to support your teaching and your students' learning

Strategic Plan

New Mission

Sheridan's new mission statement was developed in collaboration with Sheridan's Advisory Groups, Sheridan staff, and 25 undergraduate and graduate students in leadership positions at the Center. The mission was approved by Provost Richard M. Locke in March 2021.

The Sheridan Center seeks to provide a place where all learners can grow, interdisciplinary collaborations can form, and educators can experiment with different modalities of teaching and learning. At the core of our work is a commitment to educational excellence, equity and access through evidence-based, reflective practices. Through educational partnerships at Brown and globally, we advance the university's mission and create teaching and learning communities dedicated to improving learner success and supporting educators' professional growth.

New Vision

In Brown's Open Curriculum, we are all teachers and learners. Guided by this principle, the Sheridan Center aims to foster a community of reflective practitioners that promotes equitable, inclusive, and transformative learning experiences.

Key Five-Year Goals (2021-2026)

In 2020-21, the Center engaged in an intensive process of strategic planning. With input from the Sheridan Advisory Groups and Brown senior leaders, Sheridan staff developed four key goals to guide our work through 2026, which follow from its revised mission. A sample proposed program is offered for each goal as an illustration of how the Sheridan Center plans to enact these plans. The plan was approved by Provost Richard M. Locke in June 2021.

Goal 1: Promote innovation and remove friction to new learning modalities.

Objective 1.1: Support expansion of online courses and degree programs, and explore hybrid alternatives.

Objective 1.2: Develop graduate student professional development to address key needs in digital learning and increase engagement with STEM-focused graduate students.

Objective 1.3: Offer evidence-based guidance on experiential learning. Support experiences that foster increased and equitable engagement in high-impact practices.

Objective 1.4: Develop a university-wide Provost's Series on Educational Innovation to prompt more conversations around a shared vision for the future of education at Brown.

Sample initiatives:

- *Develop new programs for graduate students around digital teaching and multimedia production.*
- *Support institutionalization/sustainability of Collaborative Research and Scholarly Experiences (COEX) to foster equity in research experiences and the development of Collaborative Online International Learning (COIL) courses to enhance equity in study away.*

Goal 2: Advance the university's strategic aims around diversity, equity, and inclusion.

Objective 2.1: Develop Sheridan programs and online resources to align with campus needs and build campus capacity to advance transformative practices in diversity, equity, inclusion, and community-building in teaching and learning contexts.

Objective 2.2: Offer academic support to foster inclusive access for new student populations.

Sample initiatives:

- Needs assessment for development of new university-wide integrated bridge program and programs to support Universal Design for Learning
- Scale up Seminar for Transformation Around Anti-Racist Teaching

Goal 3: Maintain course development initiatives while increasing support for curricular development.

Objective 3.1: Support curricular planning (e.g., assessment, curricular mapping), particularly with the formation of new degree programs.

Objective 3.2: Complement existing course design institutes with occasional skill-based programs.

Objective 3.3: Expand focus on scholarship of teaching and learning (SoTL).

Sample initiatives:

- Explore semester-long fellowships (akin to Cogut Humanities Fellowships) to allow faculty to immerse in a large-scale teaching project.
- Develop new course design institutes, such as media course design and advanced digital reading and writing practices, for instructors. Maintain integration with Sheridan Fellows programs, when possible.

Goal 4: After a rapid period of growth and integration, focus on Sheridan Center organizational identity.

Objective 4.1: In partnership with Office of University Communications, examine communication strategies and organizational identity for Sheridan.

Objective 4.2: Focus on development of common cross-campus "Fellows" identity.

Objective 4.3: Planfully stop or "pilot sunset" initiatives that take a lot of resources but are not requested by university academic leaders and do not effectively advance Sheridan's mission or strategic aims.

Sample initiatives:

- Develop integrated website.
- Collaborate with the Swearer Center to develop shared Fellows experiences.

Key Outcomes from 2016-2021 Strategic Plan

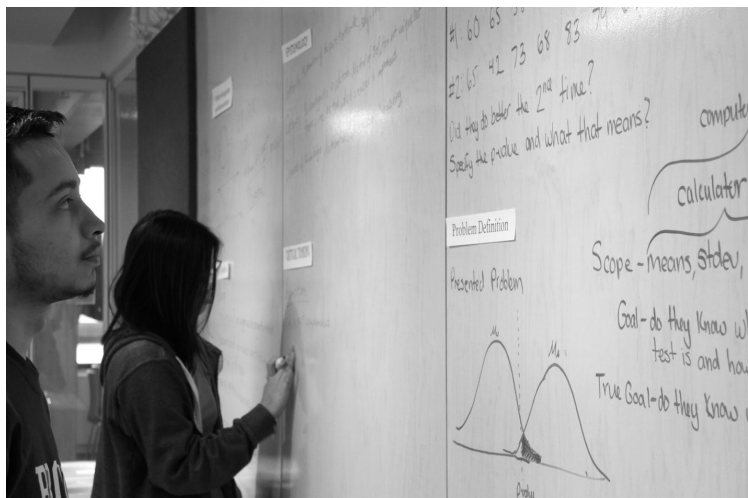
The Center completed its prior five-year plan in 2021. Key outcomes of that plan are noted here.

Goal 1: Responsiveness to institutional priorities established in campus-wide strategic plans

Goal 1 emphasized Sheridan Center initiatives that would be responsive to university and decanal priorities, involving the following three prongs:

Brown Learning Collaborative: As described in the operational plan for *Building on Distinction*, Sheridan developed this initiative to support student learning of key competencies through intergenerational teaching partnerships.

- The Brown Learning Collaborative is now comprised of three fellows programs:
 - Writing Fellows: Developed in 1982 as the first of its kind in the country, the program expanded from 35 Fellows in 2016-17 to 61 in 2020-21, in response to faculty requests. For more information on the program, see page 35.
 - The Problem-Solving Fellows program began in 2018. Students reflect on their own learning to become highly effective problem solvers and engage more deeply in diverse learning spaces. More about this program can be found on page 30.
 - The Data Science Fellows program was initiated in 2019, in collaboration with the Data Science Initiative. This Fellows program prepares students to serve as consultants to faculty across the curriculum who wish to integrate data science in their undergraduate courses. Students learn a core set of data science practices, active learning pedagogies, and collaborative communication skills. More information on the program can be found on page 21.



Brown Problem-Solving Fellows, 2018

- The research area of the Learning Collaborative, in its last year of funding by HHMI, focuses on support of COEX (Collaborative Scholarly Experiences) courses, which embed authentic research into a class. In AY20-21, ten COEX courses were offered, serving over 300 students. Research on Brown's COEX courses suggests that they effectively build students' self-efficacy and scientific identity (Cohen, Wright, Johnson, & Lawrence, 2020) and course feedback is also strong. For example, the vast majority (87%) of students enrolled in AY20-21 COEX courses agreed that the experience effectively allows them to "generate novel results or a product that could be of interest to a broader community (e.g., scholars, practitioners, artists, or the public)" and most (79%) also affirm that the class encouraged them to "pursue additional independent research opportunities in the field/discipline."
- Over the past five years, Brown course environments have been significantly impacted by Sheridan course design institutes, including Writing Across the Curriculum (2017 & 2018), Problem Solving (2018 & 2019), Capstones (2019, in collaboration with Swearer and the College), Course-based Undergraduate Research (2019), and Data Science (2020 & 2021).
- Assessment findings about the Brown Learning Collaborative were published in the edited volume, *Redesigning liberal education: Innovative design for a twenty-first century undergraduate education* (Wright, Mandel, Metzler, & Smith, 2020), and were also featured in a national study as a model for creating effective faculty-student and peer relationships in college (Felten & Lambert, 2020).



HHMI-Sheridan Course-based Undergraduate Research Poster Fair, 2019

Inclusive teaching: The 2016 plan committed the Center to offering a robust suite of programs around inclusive teaching and learning, to support *Pathways to Diversity and Inclusion*.

- This strategic priority is embedded in all core Center programs, including new instructor orientations, certificate programs, and web resources.
- In 2016, the Sheridan Center developed an inclusive teaching newsletter and online resources, which are complemented by online guides developed by Sheridan's Digital Learning & Design hub in 2020-21. These resources receive thousands of visitors. (See pg. 16 for analytics.)
- Starting in 2016, the Center offered central and customized workshops. These programs were well-attended (in 2019-20, over 440 attendees) and well-rated (mean of 4.5 on a scale of 1=not at all effective/useful and 5=very effective/useful). However, to deepen the impact of this work, in 2020-21, the Center initiated the nine-month Seminar for Transformation Around Anti-Racist Teaching (START) (see pages 5 and 17).
- The 2020 integration with Digital Learning & Design also infused an emphasis on digital accessibility and universal design.

Decanal goals: In addition to support of university priorities, the 2016-21 plan sought to contribute to the strategic goals of the College and Graduate School.

- In service of College priorities, the Sheridan Center engaged in multiple activities including integration of the Writing Center, Academic Tutoring, English Language Support, and Science Center; yearly workshops for First Readings facilitators; first- and second-year advising; concentration and course feedback support; policy support for revisions of Brown's course feedback system, the writing check (now "writing support"), Undergraduate TA guidelines; and design support of Wintersession and advising resources.
- In service of Graduate School priorities, Center staff developed new graduate student writing support programs (Dissertation Writing Retreats and writing groups), initiated a new pre-Orientation for international graduate students (English Language Program), successfully put forward a URC request to build capacity for graduate English Language Support, and hosted multiple proctors and interdisciplinary opportunities fellows. In 2021, the Center is also supporting professional development of the Dean's Faculty Fellows.

Goal 2: Collaborative culture of teaching

This area emphasized the development of valued, mission-focused services for all members of Brown's teaching communities. Through these programs, the Center broadened its engagement with Brown instructors. In the year before the prior strategic plan (2015-16), Sheridan participation data suggest that approximately 20% of faculty (N=150) and 15% of graduate students (N=335) were served by the Center, proportions slightly under national estimates for teaching and learning at private universities (28% and 24%, respectively, Bishop & Keehn, 2015). By the end of our last strategic plan, in 2020-21, the Center worked with a majority of Brown faculty (N=556) and about a quarter (N=582) of graduate students.

This goal had two main foci:

Collaboration with campus units around the use of instructional technology to enhance the residential experience:

- From 2016-2018, the Sheridan Center and ITG collaborated around the Digital Learning and Design website resource.
- In 2019, the Sheridan Center and ITG/DLD developed the Launch orientation for new faculty, drawing from a well-researched model at the University of Virginia. Launch focuses on community-building, introduction to the teaching and mentoring resources of the university, and key principles in digital learning and course design. This multi-day program was offered in-person and at Save the Bay in 2019 (see photo, right) and moved online in 2020.



Launch New Faculty Orientation, 2019

- In 2020, the Sheridan Center integrated with Digital Learning & Design.

Broadened program development, tailored to career stages and the full range of Brown's instructional communities:

- In 2017, the Junior Faculty Fellows program was reinstated. The initiative cultivates a year-long community of early career faculty interested in building a solid pedagogical foundation for their work at Brown.
- A new university-wide Undergraduate TA Orientation was initiated in 2018. The program now serves over 150 UTAs per year.
- The Center started or maintained other professional learning communities, such as the Faculty-Athletic Coaches learning community (initiated in 2017), Science Fridays, and the large class online learning community (2020). The faculty-athletic coaches community was published in Heffernan & Wright (2019) and also featured by others (Hrach, 2021 & Rhem, 2019).
- In 2020-21, staff developed the Anchor Course Design Institute to support online and hybrid teaching during the COVID-19 pandemic.
- The Center's largest graduate certificate programs in teaching -- Reflective Teaching, Course Design, and Teaching Consultants --were maintained and enhanced. In 2020, the Graduate TA Orientation moved to a new popular online format.
- In 2021, with Office of the Provost support, the Sheridan Center developed the Provost's Faculty Teaching Fellows programs. These six faculty support the Center's work through programs and projects.

Goal 3: Learning support for a diverse student body



English Language Program, 2017

Seeking to maintain and enhance learning support programs, the Sheridan Center aimed to develop stronger links to courses and departments, promoting metacognition, connecting to initiatives that also support instructors and the teaching context, and supporting students' growth as learners. In 2020-21, the Sheridan Center served nearly two-fifths of undergraduates (38%) and about a quarter of graduate students (23%).

In support of this goal, Sheridan Center staff:

- Expanded academic tutoring by moving from a 1:1 to small-group model with a more systematic approach to enrollment (initiated in 2017). In AY 2020 – 21, small-group Academic Tutoring supported 1,100+ students across 67 courses. Nearly all tutees had positive perceptions of the academic support received (99%) and indicated that tutoring was important to their success in the class (94%).
- Developed new graduate student writing support programs, including twice-yearly Dissertation Writing Retreats and writing groups (initiated in 2017).
- Re-envisioned and expanded the staff-student-international scholars Conversation Partners Program in 2017. Sheridan Senior Associate Director Anne Kerkian received a 2019 staff recognition award for her work on this program.
- Developed a new two-week pre-Orientation for international graduate students, the English Language Program (initiated in 2017). In 2020-21, the program was expanded to be offered twice a year, to better accommodate new international graduate students' arriving schedules.
- Developed new "embedded course workshops" (2017) to offer writing-specific support in classes, on topics such as peer review and thesis development.
- Offered several pre-Orientation programs, including Excellence at Brown (writing), Catalyst/New Scientist (STEM, starting in 2020), and Vertex (pre-calculus, 2019 & 2020 only).

There's power in simple conversation, in paying attention to another person in a regular, steady way.

- Staff Conversation Partner Participant

Goal 4: Evidence-based educational development

This aim supports departments' own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning, and embeds assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

- In collaboration with the Brown Undergraduate Council of Students, in AY17-18, Sheridan conducted a study on the reasons that Brown students attribute to their course drop decisions. Anonymized results were distributed to faculty and departments, reported on in the *Brown Daily Herald* and published in *Change: The Magazine of Higher Learning* (Lo, Ittner, & Wright, 2018).
- In 2017-18, Sheridan supported the College Curriculum Council's (CCC) review of the student course feedback form, also playing a key role to launch and support the system in 2019-2021. Center staff also created several web resources for best practices in use and interpretation of course feedback findings, including Interpreting Your Course Feedback and Optional Item Banks.
- In 2017, the Center started to play a greater supportive role in CCC concentration review, helping department leaders to access and interpret data about the student learning experience, and working with CCC student representatives to gather additional feedback through focus groups and surveys of concentrators.
- In 2018, the Sheridan Center supported the university's 2018 NEASC accreditation, including development of online resources for NEASC-compliant syllabi.
- In 2019, Center staff established a community of practice for Brown staff who regularly use data to promote positive educational change, the Promoting Evidence-based Practices (PEP) group. Currently, 17 staff are members.

In our discussions, I felt more part of a "collective" than I have ever felt as an instructor at Brown.

- Faculty Anchor Course Design Institute participant

References:

- Bishop, M.J., & Keehn, A. (2015). *Leading academic change: An early market scan of leading-edge postsecondary academic innovation centers*. William Kirwan Center for Academic Innovation.
- Cohen, K.L., Wright, M.C., Johnson, M., & Lawrence, S. (2020). Preserving the positive outcomes of CUREs through disruption: Implications for remote learning. *Unpublished manuscript*.
- Felten, P., & Lambert, L. (2020). *Relationship-rich education: How human connections drive success in college*. Baltimore, MD: Johns Hopkins Press.
- Heffernan, K., & Wright, M.C. (2020, Summer/Fall). Collective muscle: How partnerships between faculty members and athletic coaches can serve our athletic missions. *Liberal Education*, 105 (Issue 3-4). Available: <https://www.aacu.org/liberaleducation/2019/summer-fall/heffernan>
- Hrach, S. (2021). *Minding bodies: How physical space, sensation, and movement affect learning*. West Virginia Press.
- Lo, M., Ittner, T., & Wright, M.C. (2018). Should I stay or should I go? College students' 11th-hour course drop strategies. *Change*, 50(5): 24-32.
- Rhem, J. (2019). Athletics and academics - Coaching and teaching. *The National Teaching and Learning Forum*, 29(1): 1-4.
- Wright, M.C., Mandel, M.S., Metzler, J., & Smith, C. (2020). Intergenerational partnerships to support liberal learning goals. In W. Moner, P. Motley, & R. Pope-Ruark (Eds.) *Redesigning liberal education: Innovative design for a twenty-first century undergraduate education*. Baltimore, MD: Johns Hopkins University Press.

Sheridan Diversity and Inclusion Actions, 2020-21

In 2020-21, as requested by OIED, Sheridan Center staff developed a new Diversity and Inclusion Action Plan (DIAP), which complements its new strategic plan. Key goals and center-wide activities are noted below. (The full plan, including hub-level activities, will be archived at the university's Administrative DDIAPs page, available with a Brown login). Additionally, in Summer and Fall 2020, a "Cross-floor DIAP Committee" was convened and met several times to inclusively guide the integration of Digital Learning & Design with the Sheridan Center. This seven-person group, selected to represent different focal areas of Sheridan's work, brought forward questions for senior leaders, recommended the formats used for our monthly all-staff meeting, and advised on community-building and communication strategies.

New DDIAP Goals, 2021

Goal I: Develop Sheridan programs to build campus capacity to advance transformative practices in diversity, equity, inclusion, and community-building in teaching and learning contexts.

- Maintain, and evolve based on assessment data and university needs, the Seminar for Transformation on Anti-Racist Teaching (START) to support sustainable curricular change in departments
- Offer new programs and resources on Universal Design for Learning
- In the Center's invitations for external speakers, consider selection with a mindfulness to equitable teaching and learning

Goal II: Develop Sheridan Center staff and student worker capacity through hiring and professional development.

- Implement evidence-based strategies that encourage equitable job outcomes for student and staff hires
- Continue regular professional development opportunities in the Center that draw from both internal (e.g., reading discussions and "Something Else") and external expertise
- Continue to factor in DEI-related work in annual reviews
- For Sheridan student workers:
 - Continue DEI professional development, with cross-program offerings when possible
 - Continue to advance efforts to diversify students in leadership roles

Goal III: Expand development of robust online resources that support DEI.

- Continue teaching newsletter and archive on Sheridan site.
- When it is possible to develop an integrated website, integrate principles of accessibility and make more visible Sheridan's DEI work and resources.

Goal IV. Understand and enhance Sheridan Center climate through addressing dimensions of positive organizational culture.

- Promote dignity and respect
 - Continue "Shout Outs" at staff meetings
 - Discuss productive ways to say "no" to projects and prioritize
 - Explore and create regular process for gathering feedback around climate & culture: Invite multiple ways for staff to provide feedback and share experiences, such as verbal input, Google forms, and silent discussions
- Encourage support and caring
 - Continue to engage in ethic of *cura personalis* (care for the whole person), through efforts such as maintaining 1:1 coaching options
 - Establish norm of asking for help when needed or for a "buddy" to engage in a professional development activity together for mutual reflection
 - Examine possibilities of alternative work schedules
- Cultivate meaning and inspiration
 - Continue to revise all position descriptions so that professional development is a 5% component of all, normalizing this activity in our work
 - Continue to encourage cross-hub sharing and collaborations in Joint Staff Meetings

(Adapted from Cameron, C., Mora, C., Lautscher, T. & Calarco, M. (2011). Effects of positive practices on organizational effectiveness. Journal of Applied Behavioral Science, 47(3): 266-308.)

Report on DDIAP, 2020-21

The following section reports on DIAP-related outcomes from goals set for the 2016-2021 Sheridan Center DDIAP.

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

All Sheridan faculty and staff attended at least one professional development session about diversity and inclusion, such as at a conference or university session, and they reported on this activity in annual reviews. Many presented key ideas and materials to other Sheridan community members at the Center's monthly meeting. Monthly "internal DIAP sessions," organized on a rotational basis, engaged in professional development around topics such as:

- Reading and discussion of the 2006 Brown Slavery and Justice report (August & September)
- Anti-Racist Writing and Language Pedagogy (November)
- Informal discussion and reflection on OIED Professional Development Day speaker (February)
- Discussion on self-care (March)
- Access, accommodations, and SAS (April)
- Universal Design for Learning (June)

Sheridan community members were also encouraged to attend the university's excellent "Race &" series, which ran throughout the year.

Due to the hiring freeze, new staff hires were generally paused but student-facing members of Sheridan's staff did take this opportunity to re-examine student hiring processes through peer review of key documents using the Center for Urban Education's *Equity-minded inquiry series: Document review* rubric. Staff hiring is also addressed in the new Center DIAP.

The Center is fortunate to have strong student engagement in our work. Among the 200+ undergraduates serving as Sheridan student leaders (in paid roles as Writing, Problem-Solving, or Data Science Fellows; Multimedia Lab student staff, tutors or academic tutoring leadership board members, and Science Center program mentors, coordinators, or facilitators), 62% were female, 16% were first-generation college students, and 15% were students from historically underrepresented groups.

Of the 70 individuals serving in paid graduate student leadership roles (e.g., Writing Associates, Head Teaching Consultants, Teaching Consultants, Proctors, or Fellows), 66% were female, 21% were students from historically underrepresented groups, and 10% were international students. English Language Support continues to offer ongoing professional development for Writing Associates on supporting multilingual writers, and principles and practices of inclusive teaching are also embedded in New GTA Orientation and all certificate programs.

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

New Programming: In 2021, with funding from the Office of the Provost, the Sheridan Center staff and three Provost's Faculty Teaching Fellows initiated the new nine-month Seminar on Transformation Around Anti-Racist Teaching. The first cohort involved 25 faculty, staff, and student participants in 7 department change teams. The START program began with a two-day Institute in January. In response to the question asked at the end of the Institute, "Overall, how satisfied were you with these sessions as a means of increasing your team's ability to work together on issues of equity, inclusiveness, and anti-racist teaching?" the mean response was 4.64 (1=Extremely dissatisfied...5=Extremely satisfied).

The second portion of the START program focused on course redesign around principles of equity, inclusiveness, and anti-racist teaching, and 100% of respondents indicated that the session designs were helpful to achieving that aim. Re-designed courses include: CHEM 0330: Equilibrium, Rate, and Structure, CHEM 1560E (new DIAP course for the department), CHEM 0350L (Organic Chemistry lab), CLAS0320 (Classics in the 21st Century), MUSIC (1000 Years of Listening), and BIOL 1820 (Environmental Health and Disease).

The START program is an incredible opportunity to enact worthwhile change in our classrooms. It has not only catalyzed the transformation of our learning objectives and curricula, but also my own interest and investment in these types of pedagogies.

- Undergraduate START participant

DEI-Related Committee Work: Sheridan Center staff participated in several committees with DEI-specific aims: the Office of the President's Taskforce on Anti-Black Racism, OIED's Disability and Inclusion Working Group, the Digital Accessibility Working Group, and the University Rainbow Staff Alliance.

Educational Development: Sheridan staff embedded principles of inclusive teaching and equitable learning in the Launch New Faculty, New Graduate TA, and New Undergraduate TA Orientations. Feedback was extremely strong for these programs. For Sheridan's largest certificate (Sheridan Teaching Seminar: Reflective Teaching), most (86%) participants report confidence after the program to promote learning in a class where students have a variety of backgrounds, identities, skills, and abilities, compared to fewer than two thirds (60%) before its start.

Fellows Programs: The Writing Fellows course (English 1190M), Problem-Solving Fellows course (UNIV 1110), and the new Data Science Fellows course (DATA 1150) intentionally integrated diversity, equity, and inclusion, 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. For all three courses, responses to the following course feedback item were consistently strong, "Did [the instructor] foster an environment where all students – including yourself – were treated with respect and their questions and perspectives welcomed?"

Goal III: 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 June 2021, newsletters are distributed to 1,340 subscribers, up from 1,246 in 2019-20.) Additionally, in 2020, the Digital Learning & Design hub of the Sheridan Center began creating online guides. Over the past academic year, these included (with analytics from June 30, 2020 - July 1, 2021):

Pitch perfect and timely!

- Brown chair's feedback on "Inclusive Strategies for Student Camera Use" newsletter

Guides & Web Resources

- Diversity and Inclusion Syllabus Statements (20,403)
- Asynchronous Strategies for Inclusive Teaching (19,165)
- Micro-aggressions and Micro-affirmations (12,884)
- Virtual Community Building (2,400+)
- Digital Inclusion and Accessible Learning Design (1,800+)
- Inclusive Practices for Teaching Internationally-Located Students (1,500+)
- Low-bandwidth Teaching (750+)

Newsletters

- Effective Teaching Is Anti-Racist Teaching (66% open rate and 11,783 unique page views; also distributed via Tomorrow's Professor list, which had 65,000+ subscribers)
- Effective Strategies for Working with Undergraduate TAs (55% open rate and 321 unique page views)
- Imposter Phenomenon in the Classroom (60% open rate and 550 unique page views; also distributed via Tomorrow's Professor list)
- Teaching During the U.S. Election (54% open rate and 2,017 unique page views)
- Inclusive Strategies for Student Camera Use (60% open rate and 183 unique page views)

Additionally, the Sheridan Center continues to develop an inclusive teaching section of web resources, <http://brown.edu/go/InclusiveTeaching>, which was spotlighted by the *Chronicle of Higher Education*.

I found it incredibly helpful to be given a platform mostly focused on inclusive teaching in order to practice my inclusive teaching skills....When I tried promoting inclusive teaching before doing the TC program, I had no confidence because I didn't feel qualified, and inclusive pedagogy also didn't feel like a real thing that people did. Seeing others practice inclusive teaching and doing it myself was useful for building my confidence and good teaching habits.

- Sheridan Teaching Consultant

Core Programs / Areas

Assessment and Interdisciplinary Teaching Communities



Dr. Eric Kaldor

Senior Associate Director
for Assessment and
Interdisciplinary Teaching
Communities



Dr. Jessica Metzler

Senior Associate
Director



Dr. Linda Clark

Lecturer, Director of
Undergraduate Studies,
Data Science Initiative,
Sheridan Center

Graduate TA Orientation

This year we revised our traditional in-person orientation into a brand new, fully online, asynchronous program, which enrolled over 280 participants from across the disciplines. This flexible, accessible program introduced GTAs to essential topics such as inclusive and equitable teaching practices, providing feedback, and facilitating discussion. The program also provided technology tips to help graduate students succeed when TAing remote courses.

The main takeaway for me is that I'm not on my own as I take action to create an inclusive educational environment in which all participants (teacher and students) are empowered equally to learn from and teach one another.

- Graduate TA

Graduate and Postdoc Certificate Programs

Our certificate programs also moved to online formats this year that combined asynchronous activities and live sessions, providing participants with agile and responsive professional development opportunities. Over 140 participants completed the **Sheridan Teaching Seminar** where they learned to create inclusive and respectful learning environments for students and promote learning in diverse classrooms. Over 30 graduate students and postdoctoral scholars completed a fully online version of the **Sheridan Course Design Seminar**, which guides participants through an integrated course design process with an emphasis on opportunities to create more inclusive and equitable learning environments and complete course syllabi. Finally, our **Sheridan Teaching Consultant Program** welcomed 21 Teaching Consultants and three Head Teaching Consultants (TCs). TCs worked to facilitate synchronous peer discussion sections on teaching and completed teaching statements.

Invited Teaching Consultant Program Speaker

This year's invited TC speaker was Lourdes Alemán (MIT). Dr. Alemán provided Sheridan Teaching Consultants and guests with two online workshops about cultivating and fostering growth mindset and resilience for students and instructors alike.

My most valuable takeaway is that courses are to build student learning within and beyond the course, and that syllabus design should start from that goal.

- Course Design Seminar participant

Junior Faculty Teaching Fellows

This year we welcomed a new cohort of Junior Faculty Teaching Fellows. This group of seven faculty members from a range of disciplines spent the year in conversation with each other and the Sheridan Center over Zoom. These lively and timely discussions focused on teaching strategies for their fields and techniques for teaching remotely during a pandemic.

Sheridan-RISD Museum Teaching with Objects Workshop Series

Our collaborative object-based teaching workshop series faced challenges this year when the RISD Museum temporarily shut its doors due to COVID-19 restrictions. Without access to the Museum's physical collections, we pivoted to discussing the mechanics of teaching with virtual objects and hosted two online sessions attended by 28 participants.

I'm definitely going to think more about this question of using objects--especially objects that students might have in their homes!--in my teaching.

- Participant, "Virtual Teaching with Museum Objects Roundtable"

Assessment

The Sheridan Center supports the assessment of student learning, teaching innovation, and curriculum development across the university. During the 2020-21 academic year, we consulted with 26 departments and other university units on concentration reviews, the development of learning outcomes for new academic programs, the assessment of student learning outcomes, and benchmarking curricula against exemplar and peer institutions. Other program consultations focused on supporting the development and implementation of evaluation plans for post-secondary education grants (e.g., NIH training grants for Ph.D. students).

In response to the COVID-19 pandemic, we supported the College Curriculum Council in the collection of feedback from concentrators by developing an asynchronous interview process to use in place of focus groups. We also developed optional Online and Hybrid Course questions for the university's course feedback system that were adopted by 11 departments and 670 courses.

Data Science Fellows Program

As the computational methods for collecting, analyzing, and visualizing data have grown in reach and complexity, the interdisciplinary practices of data science have become increasingly important in a wide range of fields. The Data Science Fellows program, a collaboration between the Sheridan Center and the Data Science Initiative, partners undergraduate students trained to consult on data science projects with faculty members interested in embedding some aspect of data science into their courses. This effort specifically targets courses outside of computer science and applied mathematics to extend these learning opportunities to other concentrators. This past year marked the second year of the Data Science Fellows program.

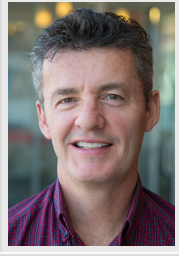
To help faculty develop innovative approaches to embed data science practices in their courses, we offer an annual Data Science Course Design Institute. This year's institute was offered in December as a remote program, spanning two weeks with asynchronous activities and three evenings of live meetings. Ten faculty from a wide variety of disciplines attended. Faculty learned principles of teaching data science, discussed how to work with a diverse array of skill levels in the classroom, and developed data science-related learning outcomes to be used in their courses.

In the spring semester, 12 students from 5 concentrations, including Computer Science, History, Mechanical Engineering, Religious Studies, and Theatre Arts and Performance Studies, completed the Data Science Fellows undergraduate course (DATA 1150). Each student was paired with a faculty member interested in integrating data science content into their teaching. While collaborating with their faculty partners, students concurrently learned about consulting, teaching and learning practices, and data science skills. Four of the fellows were completing Brown's Data Fluency Certificate, a pipeline for non-computer science/math students into data science. Five of the faculty partners had participated in a Data Science Course Design Institute.

As with the first year of the program, the curricular projects varied not only in academic discipline, but tools and methods as well. This sample of recent projects illustrates the range of projects undertaken:

- Machine learning examples in Environmental Science
- An overlap geographic map of food access
- Data Science curricula for middle school outreach
- Python tutorials for graduate students in the humanities
- Tutorials using data science techniques on Arabic name roots
- Manipulable data visualizations of machine learning
- Curricular needs assessment among Data Science alumni
- Digitize artistic reflections
- Identify barriers to seeking support in a large Physics course
- Natural Language Processing to visualize Gradescope feedback for students and facilitate peer review comment classification

Digital Learning & Design



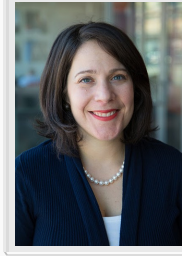
John de Szendeffy

Instructional
Designer



Melissa Kane

Associate Director,
Instructional Design



Rebecca Taub

Instructional
Designer



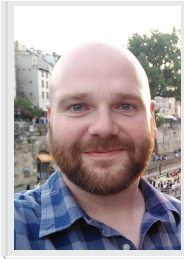
Catherine Zabriskie

Senior Director, Digital
Learning & Design



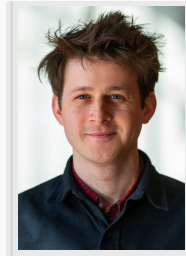
**Christine
Baumgarthuber**

Instructional
Designer



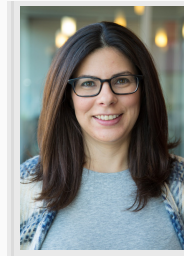
James Foley

Senior Associate
Director, Digital
Learning & Design



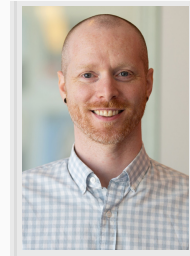
Kris Nolte

Senior Instructional
Technologist



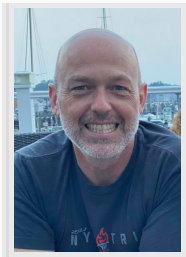
Jillian Turbitt

Instructional
Technologist for
Medical Education



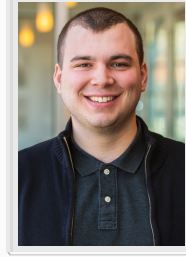
Andrew Anello

Creative Lead,
Educational Media



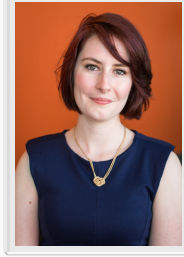
Ed Casey

Senior Instructional
Technologist



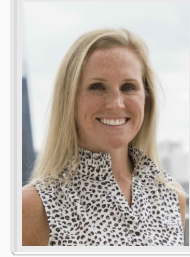
Derek Goulet

Digital Media
Producer, Editor



Naomi Pariseault

Instructional Designer



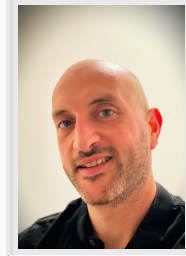
Maggie Vecchione

Associate Director,
Instructional Design



**Elizabeth
Crawford**

Program Manager,
Digital Learning &
Design



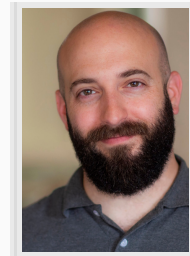
TJ Kalaitzidis

Assistant Director,
Classroom
Technology and
Innovation



Tanya Waldburger

Senior Associate
Director, Educational
Media
(through May 2021)



Rob Schulbaum

Digital Media
Producer, Editor
(through March
2021)

Not pictured: Ash Adam, Creative Lead, Educational Media

Starting in March 2020, the Digital Learning & Design (DLD) team created timely resources and training to support faculty during the transition to remote learning. These resources included everything from instructional online guides and Canvas templates to interactive workshops. When creating these resources, the team ensured that accessibility and inclusivity were of paramount importance.

The team's efforts were valued so much that they were awarded a Brown Excellence Award for Service. The following comprises a detailed summary of the resources created by the Digital Learning & Design (DLD) team during this unusual and challenging time.

Faculty Support

The majority of DLD's contributions constitute faculty support. The team created multiple online guides, tailored training opportunities, informative videos, and quality assurance checklists. To create many of these resources, the team collaborated with Media Services, the IT Support Center, and the Library, which allowed the team to respond quickly and effectively to the needs of the university. Wherever possible, the team sought input from faculty and staff to ensure the resources were relevant and useful.

Resources

The move to remote learning meant the DLD team's resources had to be fully available online. This, in turn, required each document to be clear, concise, and accessible. Based on faculty needs, the team developed the following resources:

- Canvas templates that assist faculty in designing online courses
- Course readiness checklist
- Online student survey to assist faculty in understanding student needs
- Online guides on numerous topics, including:
 - Virtual community building
 - Designing effective group work
 - Rethinking exams for large online courses
 - Course design guides
 - Inclusion technology practices for international students
 - Creating course videos
- *DLD Learning Series* videos covering a range of media-creation best practices

In addition, the DLD team published articles on digital pedagogy, including a guide to inclusive camera use during Zoom sessions, which was featured in the Sheridan newsletter. They have also developed a self-paced Canvas tutorial called, *Designing and Teaching for Online*. This tutorial features three pathways, from developing, structuring and teaching an online course, that allow instructors to work at their own pace based on their individual needs and interests. This resource has proven especially helpful to summer and Pre-College instructors.

Students noted the positive effect of these resources, specifically in courses designed using DLD's resources. A sophomore history concentrator noted, "Having this structure made it more fulfilling and easier to engage with the material. It felt very intentional."

Course Design

DLD support of course design was aligned with its mission of partnering with instructors to create engaging learning experiences and fostering innovative teaching focused on student context-driven pedagogy, equity and inclusion, and resilient teaching. The team worked with instructors to apply these core values to existing courses as well as new programs:

- Brown's School of Public Health faculty requested DLD support for the fully online, short-form course, Pandemic Problem Solving: Surviving and Thriving in the Age of Pandemics. DLD consulted on the selection and use of a new learning management platform and course design options. The format serves as a prototype for future offerings:

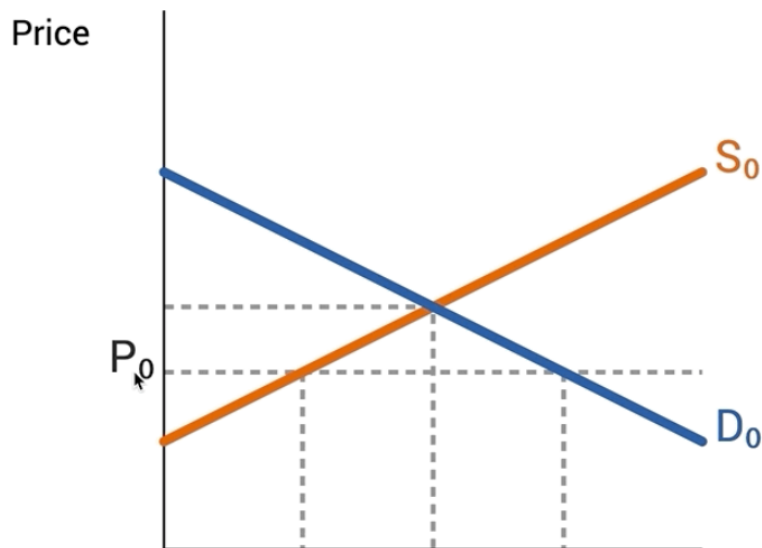
With the Pandemic Problem-Solving course, we were trying to meet the moment and address a real educational need with a flexible, high-quality educational model. It went incredibly well, and I feel like this could be the beginning of something really powerful and long-lasting.

- Dean Ashish Jha, School of Public Health
<https://www.brown.edu/news/2021-04-06/virtual-course>

- The Health Equity Scholars Program involved design work with Brown's School of Professional Studies and School of Public Health to create a low-lift, high-value program to enhance the experience of Masters of Public Health students from HBCUs.
- The Master of Science in Cybersecurity program leveraged some of the online pedagogy and practices from the Executive Master of Science in Cybersecurity blended program.
- The Master's in Healthcare Leadership residential sessions were adapted to hybrid and fully virtual sessions.

DLD partnered with instructors to bolster course design through learning innovation using multiple learning modalities. Some examples from the past year include:

- Developing assignments to support student video essays
- Implementing a livestream camera feed to allow remote observation of laboratory experiments for a science course
- Designing podcasts and interactive maps
- Creating cohesive user experiences through visual design
- Illustrating concepts through animations, graphics, and interactive tools



Graphic designed for Professor Rachel Friedberg (ECON 0110: Principles of Economics)

Technology Tools

In response to a rapid expansion of remote learning, a number of new technology tools needed to be researched, tested, and implemented. Faculty also needed to be trained in their use.

- Ed Discussion, a new discussion/Q&A platform, replaced Piazza. It is more secure, easy to use, and was quickly embraced by faculty.
- UDOIT (Universal Design Online content Inspection Tool) enables faculty to identify accessibility issues in their Canvas course content with recommendations for resolution.
- A PDF document accessibility tool was adopted, in coordination with the Digital Accessibility Working Group.
- Harmonize, a multimedia discussion tool that works within Canvas, provides enhanced visual display options and student interaction over Canvas discussions.
- Hypothes.is facilitates social annotations for any web content and works within Canvas.

Multimedia Labs



Leo Selvaggio
Instructional Media
Specialist



Kelly Egan
Lead Educational
Media Developer

Collaborating across Brown to develop PPE for Rhode Island Hospital

At the start of the pandemic, the Multimedia Labs teamed up with the Brown Design Workshop and doctors at Rhode Island Hospital to help extend the supply of personal protective equipment for medical workers. We helped design, print and manufacture custom masks and face shields. Ultimately, manufacturing caught up and the designs were not used widely, but the experience expanded our network of partners, improved our 3D printing workflow, and created new use cases for digital fabrication.



Opening our lab and services during the pandemic

Because most computing resources were shut down this year, we felt it important to safely give students access to high-end media workstations during the pandemic. With some creative thinking, safety research, and plenty of setbacks we virtualized many of our services, while still opening our physical spaces in a limited capacity, to address the equity needs of the Brown community.

Changes to services in response to pandemic:

- Reconfigured the layout of the lab to allow for social distancing and safe movement.
- Launched a new website which shares new procedures and COVID policies for our spaces and services.
 - We had 889 users interact with the site with over 1.5K unique visits since October of 2020.
- Created an online orientation and reservation system to limit and track concurrent use.
- Established “curb-side pickup” for 2D and 3D printing services.

One student, with no prior video experience, created her first documentary in our Granoff Location this last spring. By following our online MML Video Resource Guide, meeting with us virtually for one-on-one support, and logging over 90 hours in the lab, she was able to successfully complete her video project and is currently seeking venues and opportunities to debut her work.

Thank you again for all your help this semester!! I truly couldn't have figured out so much of the editing process without your guidance.

-Brown undergraduate



Virtualizing Resources and Support

In order to support media-based assignments during the pandemic we had to restructure our in-person workshop model to an asynchronous format. We created new digital resources that are easily accessible and shareable. This change also allowed us to increase the implementation of our course support services, all while utilizing a more student-centered approach by allowing them to learn and review material on their own time.

MML Podcasting Resource Guide: brown.edu/go/mmlpodcasting

- **351** unique users, **638** sessions, **1,530** page views, **4** pages per user on average
- Visitors came from the US, Peru, Germany, Mexico, and the United Kingdom.
- Praise for the resources:
 - "I would absolutely recommend that other educators... use these podcasting resources in their syllabi... The podcast results looked so professional...I plan on doing the same in the Fall when I'll be teaching again." - *Vicky Almansa Villatoro, Graduate Student, Egyptology and Assyriology*
 - "All of this was super helpful and I never would have thought of this beforehand. For me, the information on the podcasting resources website was integral in allowing me to do better on the project as it would have come out a lot worse otherwise" - *Taylor Vasil, Student*
 - "I will continue to use this as the capstone project for BIOL 1820...The students really enjoyed this project in a STEM setting and it was a great final project given the challenges of online instruction this past spring." - *Jessica Plavicki, Faculty, Pathology and Laboratory Medicine*

MML Video Resource Guide: brown.edu/go/mmlvideo

- **315** unique visitors, **615** sessions, **1,718** unique page views, **5** pages per user on average
- Visitors came from the US, Mexico, Canada, Hong Kong, China, India, Australia, Italy, and the UK
- Designed like the Podcasting resource, the amount of resources, topics, and techniques in the video guide is at least double and still growing, due to the interdisciplinary nature of video (moving image, audio, storytelling, editing, etc). The video resource was completed after the podcasting guide.
 - As an example, compared to the 26-minute podcast editing tutorial, the video tutorial spans 5 videos and is over an hour of content.

MML Animation Basics

- Originally developed rapidly for Amanda Jamieson's virology course, we created a set of tutorial videos designed to teach her students the basics of creating animations in Adobe After Effects so that they could create short videos that explain various biological processes involving virology. This led us to create 4 tutorial videos and the corresponding document.
- These videos have had an average of 71 views since last November.

3D Modeling 101

- This resource stemmed out from a workshop we designed for "3D for Everyone" in 2019, a co-curricular course originally developed by Kelly Egan (MML) and Patrick Rashleigh of the Library. However in the early fall of 2020 the MMLs were approached by the student organization, Full Stack, to design a workshop around 3D printing for their Hack@Home conference. In addition to a [40 minute asynchronous video lecture](#) we also translated the in-person workshop into a web-based, asynchronous set of video tutorials that anyone can follow to start their journey in 3D modeling.

Pivoting towards Community

While keeping our spaces and services operational was a large priority, we also recognized the need to reach out to our community in more engaging ways by providing opportunities for making and participation. The following are a few examples from the last year.

Litmus Podcast

- A new crowd-sourced podcasting platform called [Litmus Podcast](#) in which the MMLs asks the Brown community to share their stories, perspectives, and opinions around a given topic or question by submitting audio recordings of their take on the subject.
- Accessibility concerns have been addressed for our deaf and hearing impaired community by allowing text based submissions which are then narrated by voice-over actors, in addition to providing transcripts of all podcast episodes

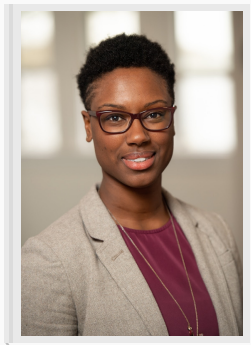


Increasing our engagement

- Increasing publication frequency of the MML newsletter which included access to resources, opportunities, messages of encouragement, and ways to get involved locally.
- For the first time ever, the Multimedia Labs participated in the Campus Resource Fair, in which we put on a 3D printing demonstration on the Main Green, gave out 3D printed keychains we designed just for the event, and met with well over a 150 first-year students
- We have also added a [community spotlight page](#) on our website, where we display the creative work of MML members in a variety of ways.



STEM



Dr. Stacey Lawrence
Senior Associate Director,
STEM



Janet Peters
Assistant Dean, Curricular
Support and Assistant Director,
Academic Tutoring



Dr. Christina Smith
Associate Director,
Undergraduate STEM
Development



Nicole Williams
Program Coordinator, Science
Center (through May 2021)

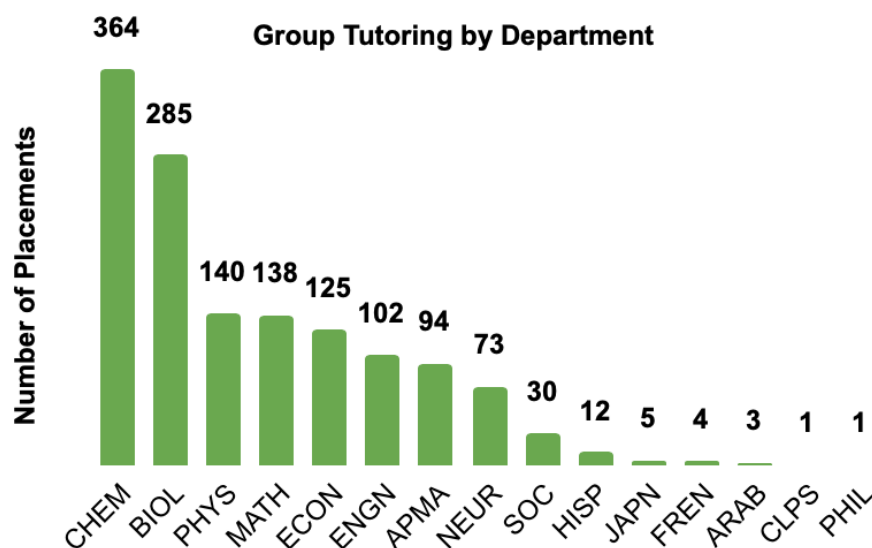
Undergraduate Research

Following the College Curriculum Committee's approval of the new Collaborative Research and Scholarly Experiences (COEX) course designation, we collaborated with faculty and students to share the impacts of incorporating this approach to teaching and learning. We hosted a COEX Roundtable, where faculty and students at Brown shared their experiences on designing, implementing, or participating in these courses. To ensure that students could learn more about COEX courses, we collaborated with the Science Center to host a virtual exhibit on "[Demystifying Research at Brown](#)". We also encouraged faculty to share their work with the broader STEM education community and supported a collaborative presentation at the 2021 AAC&U Massachusetts PKAL Regional Network Winter Meeting. Lastly, our work was featured in a News from Brown article titled, "[In the lab or on the web, research-based courses teach students to think like scientists](#)".

Academic Tutoring

The Academic Tutoring Program provided small-group (~4 students) tutoring support for 89 introductory STEM and language courses during the 2020 - 21 academic year. Tutors meet weekly with a group of assigned students to review course concepts, strengthen problem-solving skills, and ask clarifying questions about the course content. In addition to weekly group sessions, tutors coordinate

midterm and final review sessions for tutees. In 2020-21, 1,129 undergraduates across 339 small-group sessions utilized the program (30% of students represent historically excluded groups in STEM, and 35% are first-generation).



Assessment of tutors: Students participating in tutoring receive a tutor evaluation survey twice a semester. Survey questions comprise tutors' organization and preparedness, inclusive teaching practices, impact, and effectiveness. The program administrator meets with tutors at mid-semester to review and share anonymized evaluation feedback with tutors. For the 2020-21 academic year, 99% of tutee respondents report their experience in group tutoring as a positive one, with 94% indicating that tutoring was important to their success in the class.

Employment of tutors: The Academic Tutoring Program employs approximately 125 students each semester. Tutors have completed the course at Brown, demonstrated proficiency, and are passionate about teaching and learning. Open positions post under student employment in Workday.

I've been done with clinical rotations since November so have had a lot of time to reflect on everything that has led to this moment. Serving as a tutor helped me to develop a strong passion for teaching and I'm looking forward to making surgical education one of my career priorities as I move forward.

~ Daniel Liu M.D. '21,
Undergraduate '16

Problem-Solving Fellows

The Problem-Solving Fellows (PSF) program, launched in the Spring of 2018, aims to develop undergraduate educators to be more effective problem solvers through their teaching. The program has grown to include 65 students from a wide variety of STEM disciplines, who taught in courses serving over 3,900 Brown undergraduates. The core component of the program is the course, UNIV 1110: The Theory and Teaching 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 writing group project proposals that incorporated concepts around teaching, learning, and problem solving within a Brown context. Project proposals included:

- Teaching race in biology: Evaluating how race is taught in a university biology course
- Barriers and incentives for underserved students in their desired fields of study
- Generation zoomers
- The roles of UTAs in Brown Computer Science
- Problem solving as a state of mind: The link between metacognition and mental health

While I came to the course focused on learning how to teach and explain things well, I learned much more than just that — in particular, I had some interesting insights about my own problem-solving process. The course also had a great community; I've made a few friends from it... I think this course has also helped me become a better TA. I recommend it!

- Problem Solving Fellow 2020-2021

New Scientist - Catalyst

The New Scientist-Catalyst (NS-Catalyst) summer program is an orientation program for newly admitted students of all backgrounds who are committed to increasing the representation of historically excluded groups in science, technology, engineering and mathematics (STEM). Over three weeks, students engaged in synchronous and asynchronous group activities and discussions to develop effective group working skills, effective study practices, and identify approaches to and engage with challenging problems in STEM. At the end of the three weeks, students created an infographic for topics covered in the program, such as fixed and growth mindset, deep work, Bloom's taxonomy, learning strategies, metacognition, and imposter syndrome. The whole experience is designed to empower students in their pursuit of science and set them on the path to be future dynamic members of the New Scientist Collective, an academic year program focused on building community (see Mentoring).

I've gotten better at my studying and worried less because I know it's in my control.

- Catalyst student, asked what is one thing from Catalyst they tried in a subsequent term

Undergraduate Teaching Assistants (UTAs)

In May of 2021, after an 18-month process, the updated guidelines for UTAs were approved. The Sheridan Center was involved with updating the guidelines, which now include recommended learning objectives for UTAs; best practices for the equitable recruiting and hiring of UTAs; UTA support and professional development; teaching responsibilities; workload and compensation; and student safety and privacy. Moving forward, the updated guidelines will be included in all programming involving UTAs across campus, including UTA Orientation. This year, UTA Orientation was moved completely online and served over 150 UTAs. Students were guided through a series of modules that include: reflecting on their values; preparing to teach in-person and online; preparing for different contexts (e.g. discussions, problem solving or office hours); and university resources.

I found most useful how the Orientation was clearly and logically constructed, starting with evaluating potential biases and following through with different teaching strategies. I especially liked the breakdown of the different types of discussion formats that could be used to foster more student engagement and the potential prompts to use in those discussions.

- UTA Orientation attendee

Mentoring

The Sheridan Center offered one customized workshop for graduate students on mentoring undergraduate students.

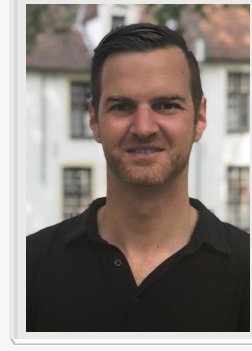
The Science Center has two flagship peer mentoring programs: New Scientist Collective (NSC) and Women in Science and Engineering (WiSE). NSC supports historically excluded students in STEM by fostering a spirit of collaboration and learning. This academic year, we piloted a group mentoring structure in collaboration with SACNAS and STEM faculty. We also hosted two virtual sessions for students- one on Virtual Study Tips in collaboration with the Curricular Resource Center and Academic Tutoring and another on Zoom Fatigue in collaboration with Counseling and Psychological Services, Brown Yoga and Mindfulness, and Student Volunteers for the Samaritans of RI.

WiSE supports women in STEM by encouraging first- and second-year students to build community with women upperclassmen in STEM. This academic year we hosted three virtual opportunities for community building. For Women's History Month, we collaborated with the Sarah Doyle Center for Women and Gender to create a [Crossword Puzzle/Blog](#) on influential women in STEM. We also collaborated with Society of Women Engineers (SWE) and Women in Computer Science (WiCS) on Celebrate Women's History Month, an event where we discussed the history of women in STEM, the amazing women who have inspired us, and what it is like to be a woman in STEM. Lastly, we hosted a WiSE Conversation and invited Dr. Linda Clark (Data Science Initiative and Sheridan Center) as our guest presenter.

Writing and English Language Support



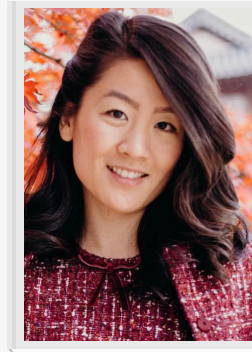
Dr. Austin Jackson
Assistant Director, Writing Center



Dr. Charles Carroll
Assistant Director, Writing Center



Anne Kerkian
Senior Associate Director, Writing and English
Language Support



Jen Kim
English Language Support Specialist

In Fall 2020, Writing and English Language Support, previously two separate units, merged to create one Sheridan Hub. This intentional integration has opened ongoing dialogue and exploration of the shared principles that shape our work. Our underlying values of equity and inclusion through choice, agency, connection, and community have led to collaborative reflection on Writing and English Language Support practices. One example of this was an Anti-Racist Writing and Language Pedagogies workshop in the fall, which presented writing as a historically- and culturally-informed process and posed questions and considerations to address the nuances of providing feedback, such as, "Why do I want to comment on this part of the text?" and framing comments around the writing, not the writer. These themes extended within and between the different writing and communication support services in 2020-2021.

Writing Center

In the wake of the tragic murders of Black women, men, and trans people in winter, spring, and summer 2020 (namely Ahmaud Arbery, Rayshard Brooks, George Floyd, Tony McDade, and Breonna Taylor), the Writing Center redoubled its efforts to address racism within our own practice and to thoughtfully commit to anti-racist work within our community of writers. Writing Associates engaged in a year-long professional development series on the history, theory, and practice of anti-racist writing pedagogy (including the ways in which racism has shaped writing instruction and assessment, and the role of writing centers in advocating for writers by using anti-racist practices). The series culminated in a collaborative anti-racist action plan, which will guide supervision, professional development, staff culture, and outreach within the Writing Center.

In addition to this important work, the Writing Center continued to provide individual and group writing support to any member of the Brown community. Writing Center Associates assisted students at all stages of the writing process, from finding a topic through drafting, revising, and final editing. In 2020-2021, the Writing Center facilitated:

- **1,664 virtual (synchronous) writing conferences with 785 unique writers** over the course of the regular academic semester.
- **2 week-long virtual (synchronous) dissertation writing retreats serving 65 Ph.D. students** (34 in the summer, 31 in the winter) with 65 hours of writing advice, inspiration, and community.
- **40 virtual (synchronous) dissertation writing group meetings**, serving 18 unique graduate writers with 120 hours of community writing support.
- **10 virtual (synchronous and asynchronous) writing workshops, seminars, or retreats for 8 courses**, serving 352 unique undergraduate and graduate writers.

[The Associate I worked with] was an accommodating and professional Associate, and she was helpful in finalizing my draft and offering feedback from a different perspective, as well as advice for future similar writing pieces. I appreciated that she gave me space to critically review her suggestions and come up with my own ideas of how to address some issues that she noticed.

-- Brown undergraduate

English Language Support

In 2020-2021, Brown's multilingual community connected from around the world, across time zones, and through varied modes. In response, ELS offered more choices for participation and feedback to ensure equitable access to support. With the flipped workshop series, participants could receive content materials in advance and opt in to synchronous discussion and practice activities. With three consultation formats, students could engage in guided speaking and writing practice, work collaboratively with specialists in Google Docs, or request asynchronous feedback focused on their specific goals. These provided opportunities for learners to practice on their own time, at their own pace, and in their preferred modalities.

The summer pre-orientation English Language Program was redesigned as an online space for contextualized low-stakes integrated language practice centered around community. Incoming graduate students connected with peers, staff, and university resources through common digital learning and communication tools. The program was extended to its first winter iteration in response to the needs of students who were beginning their academic programs in Spring 2021.

Students and staff continued to seek opportunities for community throughout the academic year, leading the Conversation Partners Program to record participation. 97 partners came up with creative ways to connect remotely for conversation practice and cultural exchange and shared their ideas and experiences in online community “chats.”

Having moments to meet, chat, and laugh with my conversation partner were a bright spot during a period of remote learning and work, physical and social distancing, and social unrest. It helped me to feel connected to community and that I was helping someone else to navigate these times of uncertainty.

- Conversation Staff Partner

Writing Fellows

The Writing Fellows Program trains selected undergraduates to work on writing with students taking courses in a wide variety of disciplines. Through collaborative, inclusive, and accessible peer exchanges, Writing Fellows provide students both written and verbal feedback, advice, and encouragement throughout the revision process. In the 2020-2021 school year, **61** Fellows provided writing support to **31** courses across **14** departments (STEM, humanities, and social sciences) serving a total of **899** undergraduate students.

Excellence at Brown

Excellence at Brown is a free, writing-focused seminar program that orients incoming students to Brown’s academic and campus culture. In 2020, Excellence at Brown adapted to the virtual scene by hosting a series of webinars featuring panel discussions by Excellence student leaders and facilitators, distinguished Brown professors, and Writing Center staff members.

The E@B webinar series aimed to help incoming students understand the centrality of writing within Brown’s Open Curriculum, offer strategies for achieving writing excellence, share writing support resources across the curriculum (STEM, social sciences, and humanities concentrators), and gain insight into how writing is meaningful both within and beyond classroom settings at Brown.

Service

Service to Brown

Cross-Campus

Conversation Partners Program

Course Feedback Team

Engaged Scholarship & Broader Impact Working Group: Mock Review Panel and Assessment Plan Workshop

Support of HHMI Gateway Science Initiative

Undergraduate Teaching Assistant, Graduate Teaching Assistant, and New Faculty Orientations

Office of the President

Executive Committee

Taskforce on Anti-Black Racism, committee member

Advancement

Parent Leadership Council event

Computing and Information Services

Audio/Video User Group, Co-lead

Classroom Technology Working Group

D&I Working Group

Digital Accessibility Working Group

Digital Education Dashboard (DEDASH) group

Jupyter Hub Group

Participation in Media Services search committee (AV Technicians)

Division of Campus Life

International Women's Meet and Greet events in collaboration with Sarah Doyle Center for Women and Gender and the Global Brown Center

Support for shifting programming to digital delivery, including

First Year Welcome Workshops

BWell Sexual Assault Peer Education

SAS Accessibility Liaison Training

Student Tutorials

Workshop on graduate writing for UFLi Center ("Empowering UFLi Graduate Writers")

Leadership Alliance

Mentoring workshop

Support for shifting programming to digital delivery

Office of Institutional Equity and Diversity (OIED)

Disability Inclusion Working Group, Teaching and Learning Subcommittee (Chair)
University Rainbow Staff Alliance (Board/Media Officer)

Office of the Provost

Academic Continuity Planning Committee: Remote/Online/Hybrid Instruction subcommittee
Chairs & Directors group
Provost's Innovation Committee: Technology Infrastructure subcommittee, Experiential learning subcommittee
Senior Deans Group
Task Force on Long-Term Strategy for Undergraduate STEM Laboratory Instruction

Office of Global Engagement

Collaboration on CCC: Found in Translation event
Consultation on assessment
Global Brown DIAP Committee (co-chair)
Global Brown Executive Group
Global Brown Student Support Team
International Mentoring Program workshop

Office of Institutional Research

Consultation on report accessibility

The College

Academic Code panelist
CareerLAB support for shifting programming to digital delivery, including BrownConnet Summer Series
Catalyst and Vertex Pre-Orientations
College Curriculum Council member
support of concentration reviews
Undergraduate Teaching Assistant subcommittee (co-chair)
DLD Learning Series - Remote Teaching How-to Videos (for Brown faculty, students, and external viewers from the Brown Youtube Channel)
Excellence at Brown recorded modules
First Readings workshops
"Living and Learning at Brown" orientation workshops
Presidential Scholars Program: Introduction to the Writing Center
Student conduct hearing administrator
Support for shifting programming to digital delivery, including:
Brown-RISD Dual Degree Orientation
Departmental Undergraduate Groups (DUGs)
First-Year at Brown
Fulbright Advising

Matched Advising Program for Sophomores (MAPS)
Meijklejohn peer advisors
Swearer Center for Civic Engagement:
Search committee participant (Assistant Director)
Support for shifting programming to digital delivery, including Orientation
Swearer Faculty Summer Retreat program on online engaged teaching
Undergraduate first- and second-year advising (7 staff)

Graduate School

Co-facilitated and designed *Building Community in Summer Start Programs* roundtable for master's program directors
Dissertation Writing Retreats (2)
English Language Program pre-Orientations (2)
Graduate School Diversity Fellowship reviewer
Host of proctors and interdisciplinary fellows
Initiative for Maximizing Student Diversity Advisory Board
Participation in International Graduate Student and All-Student Orientations

Library

Consultation on assessment
Consultation on pre-recorded media for Hay Library
Digital Scholarship at Brown Implementation Committee
Two workshops on teaching from objects, and video and digital media

Centers, Departments, Programs, Schools, and Initiatives

Africana Studies and Rites and Reasons Theatre

Course design support for AFRI 0840: Monuments, History, and Memory in the United States
Writing Fellow for:
AFRI 1130: Africana Studies Junior Seminar
AFRI 1920: Health Inequality in Historical Perspective
AFRI 0690 / MUSC 0695: Gospel Titans, Divas, and Dynasties
Writing workshop for AFRI 1360: Knowledge, Texts, and Methodology

Alpert School of Medicine

Contribution to development of sexual assault training for medical practitioners
Curriculum subcommittee (member)
Digital learning support of courses:
BIOL3642 IMS-I: Scientific Foundations of Medicine
BIOL3645 IMS-I: General Pathology
BIOL3652 IMS-II: Brain Sciences
BIOL3653 IMS-II: Microbiology/Infectious Diseases
BIOL3654 IMS-III: Endocrine Sciences

BIOL3656 IMS-I: Health Systems Science
BIOL3665 IMS-II: Supporting Structures
BIOL3672 IMS-IV: Hematology
BIOL3673 IMS-V: Gastroenterology
BIOL3674 IMS III: Human Reproduction
Participation in pre-clerkship focus groups (10)
Program in Educational Faculty Development - Oversight Committee
Technical support for IMS (I-IV) exams

American Studies

Data Science Fellow to develop Python tutorials for humanities students

Applied Mathematics

Department workshop on teaching strategies and use of digital tools
Tutoring sessions for APMA 0330, 0340, 0350, 0650, and 1650
Workshop on "Inclusive Teaching" for Enhancing Diversity in Graduate Education (EDGE)
Workshop on "Stereotype Threat in the Classroom"

Program in Biology

Tutorial on animation basics for BIOL 1560 (Virology)
Tutoring sessions for BIOL 0200, 0280, 0470, 0500, 0530, 0800

Brown Arts Initiative

Participating member of Brown Film Council

Center for Language Studies

Data Science Fellows to:
develop tutorials on Arabic name roots, using data science techniques
text mine Gutenberg corpus for new learning tools in German

Center for Middle East Studies

Tutoring sessions for ARAB 0100, 0200, 0300, 0400

Center for the Study of Race and Ethnicity in America

Dissertation writing workshop for Graduate Student Professional Development Series

Center for the Study of Slavery and Justice

Oversaw creation, planning, and workflow hand-off of *Marronage* podcast

Chemistry

Data Science Fellow
Support of change team through Seminar on Transformation for Anti-Racist Teaching
Support for Wiki project

Tutoring sessions for CHEM 0100, 0330, 0350, 0360
Writing workshop for graduate students in CHEM2870

Classics

Media asset creation for MGRK 0100: Introduction to Modern Greek
Support of change team through Seminar on Transformation for Anti-Racist Teaching

Cognitive, Linguistic, and Psychological Sciences

Course design support for CLPS 0950: Introduction to Digital Tools
Data Science Fellow to facilitate peer review comment classification
Department workshop on teaching strategies and use of digital tools
Development of media assets for the fully online course, CLPS 1181A: Canine Behavior
Writing Fellow for CLPS 700: Social Psychology

Cogut Institute for the Humanities

Co-facilitated workshop "Pitching Your Writing to the Wider World," in partnership with the
Cogut Institute for the Humanities
Peer review workshop for HMAN 0800B: The Art of International Relations

Computer Science

Assignment design workshop for ethics TAs
Data Science Fellow
Department workshop on inclusive teaching
Development of extensible modules to teach programming to non-CS majors
Workshop on the research essay for CSCI 1800: Cybersecurity and International Relations

Data Science Initiative

Data Science Fellow to engage in curricular needs assessment with data science alumni
English Language Support workshop for Data Science Initiative orientation

Ecology, Evolution and Organismal Biology

Writing Fellow for:
EEPS 1960L: Foundational Readings in Earth Sciences
GEOL 0240: Earth: Evolution of a Habitable Planet

Earth, Environmental, and Planetary Sciences

Data Science Fellow to develop machine learning examples
Development of DEEPS CORES videos, graphics, and captioning logistics for Providence High Schools
Development of tool for DEEPS STEP curriculum for Providence Public Schools

East Asian Studies

Department workshop on teaching strategies and use of digital tools
Tutoring sessions for CHIN 0100-0400 and JAPN 0100-0400

Economics

Data Science Fellow to visualize Gradescope feedback for students
Department workshop on teaching strategies and use of digital tools
Tutoring sessions for ECON 0110, 0170, 1110, 1210, 1620, 1710
Video production for "Ask Me Anything" series pilot
Writing Fellow for ECON 1590: Health, Hunger and the Household in Developing Countries

Education

Peer review and revision workshops for EDUC 1380

Egyptology and Assyriology

Assistance with podcasting assignment for EGYT 0500: The Pyramids in Context: Archaeology of Life and Religion of Death in Old Kingdom Egypt

English

Course design support for:

ENGL 0511J: Renegades, Reprobates, and Castaways

ENGL 0511L: Stories of the Future Past

ENGL 1190YL: Editing as Revision

Workshop on anti-racist writing pedagogy for ENGL 2950: Seminar in Pedagogy and Composition Theory

Writing Fellow for ENGL 1140F: Critiquing the Cultures of Kinship

School of Engineering

Consultation on writing support for ABET accreditation

ENGN 30 (Introduction to Engineering) Peer Mentoring Training

Introduction to the Writing Center workshop for ENGN 1010

Tutoring sessions for ENGN 0030, 0040, 0510, 0520, 0720, 0810

Writing Fellow for:

ENGN 1010: The Entrepreneurial Process

ENGN 0120A: Crossing the Consumer Chasm by Design

French and Francophone Studies

Tutoring sessions for FREN 0100-0400

Writing Fellow for:

FREN 0500: Writing and Speaking French

FREN 0950: *Paris hors les murs*

Gender and Sexuality Studies

Writing Fellows for GNSS 1990: Senior Seminar

Hispanic Studies

Departmental workshop on teaching remotely and using Zoom

Development of media assets for HISP 0750P: Screening Social Justice

Online course design support for HISP 300, 400, 500

Support of change team through Seminar on Transformation for Anti-Racist Teaching
Tutoring for HISP 0100-0400

History

Course design and teaching Q&A session for graduate professionalization course
Data Science Fellow to work on image segmentation
Primary instructor for HIST 1978B: Bearer of Light, Prince of Darkness: The Devil in Premodern Christianity
Workshop for New GTA Orientation
Workshop on inclusive feedback on student writing for new GTA orientation
Writing Fellow for HIST 1430: Truth on Trial

History of Art and Architecture

Department workshop on teaching remotely and using Zoom

Institute at Brown for Environment and Society

Writing Fellow for ENV5 0700c: Transcending Transportation Impacts

Italian Studies

Development of digital textbook for ITAL 0300: Intermediate Italian
Tutoring sessions for ITAL 0100-0400

Latin American and Caribbean Studies

Writing Fellows for LACA 1503V: Health of Hispaniola
Writing retreat for LACA 1900: Preparation for Honors and Capstone Projects on Latin American and Caribbean Topics

Literary Arts

Presentation on helping students in distress for LITR 2700: Workshop in Pedagogy

Mathematics

Tutoring sessions for MATH 0050, 0060, 0090, 0100, 0180, 0200, and 520
Workshop on inclusive teaching

Molecular Biology, Cell Biology, and Biochemistry

Evaluation support for T32 NIH training grant (\$3.5M)

Neuroscience

Tutoring sessions for NEUR 0100, 1020, 1030, 1740
Workshop on scientific public speaking for NEUR 1040: Introduction to Neurogenetics

Philosophy

Department workshop on teaching remotely and using Zoom

Tutoring sessions for PHIL 0540: Logic

Physics

Data Science Fellow to study barriers to seeking help in STEM

Tutoring sessions for PHYS 0030 and 0040

Population Studies and Training Center

Data Science Fellow to create overlap map of food access

Portuguese and Brazilian Studies

Support of change team through Seminar on Transformation for Anti-Racist Teaching

Writing Fellows for POBS 0990: Mapping Cross-Cultural Identities

Pre-College and Summer Undergraduate Studies

Consultation on Archambault Award Rubric

Course design support:

- Mythology

- Death and Burial in an Ancient World

Instructor roundtable event

Video post-production for courses

Writing support for Summer at Brown

Program in Early Cultures

Workshop on "Highlighting a Commitment to Diversity, Equity, and Inclusion in your Teaching Statement and Job Market Materials"

School of Professional Studies

Canvas workshop for the incoming cohort (C8) of the Master of Healthcare Leadership program

Course redesign support for Master of Healthcare Leadership program courses:

- MHL2000: Strategic Planning and Value Creation

- MHL2010: Healthcare Policy

- MHL2020: Leadership and Marketing Skills

- MHL2070: Financial Decisions

- MHL2080: Critical Challenge Project

- MHL2090: Leadership and Professional Development

Course design and re-design support for Executive Masters of Cybersecurity courses:

- Advanced Topics in Computer Security

- Applied Cryptography and Data Privacy

- Critical Challenge Project (CCP)

- Effective Leadership

- Emerging Topics in Cybersecurity and Digital Liberties

- Human Factors: People and Software

Management of IT Systems and Cybersecurity Risks
Privacy and Personal Data Protection
Guest Lectures for UNIV2020: Professional Development for Master's Students
Non-degree learning platform research
Video post-production for courses

School of Public Health

Course design support for:
 PHP 0060: Challenges and Complexities of Global Health
 PHP 0720: Public Health and the Environment
Honors thesis writing workshop
Mindfulness Center
 Non-degree learning platform research
 Support of change team through Seminar on Transformation for Anti-Racist Teaching
Multiple contributions to Pandemic Problem-Solving online course
Presentation on writing and English language support at graduate orientation
Writing Fellows for:
 PHP 0060: Challenges and Complexities of Global Health
 PHP 1070: The Burden of Disease in Developing Countries

Slavic Languages

Department workshop on teaching strategies and use of digital tools
Tutoring sessions for RUSS 0100-0400

Sociology

Tutoring sessions for SOC 1100: Introductory Statistics for Social Research
Writing Fellow for SOC 1020: Methods of Social Research

Theatre and Performing Arts

Data Science Fellow to digitize artistic reflections
Department workshop on teaching remotely and using Zoom

Watson Institute for International and Public Affairs

Departmental workshop on policy brief/memo writing for MPA students
Departmental workshop on preparing for online and hybrid teaching
Departmental workshop on teaching remotely and using Zoom
Orientation session on writing and citation resources in collaboration with a Library Subject Specialist
 for the Master of Public Affairs (MPA) program

Student Groups

Brown Refugee Youth Tutoring Enrichment workshop (2)
Brown student EMT training: Support for shifting programming to digital delivery
Presentation for the Chemistry International Student Coalition (CISC) on resources for
 international and multilingual graduate students and faculty

Workshop on personal narrative for *Soulful Visions: Womxn of Color Writing Cohort*
Workshop on writing for non-specialist audiences for *The Triple Helix* (student publication)
Workshop on 3D printing for Full Stack's Hack@Home Conference

Staff Groups

University Rainbow Staff Alliance (media officer)
Promoting Evidence-based Practices Group (organizer)
Faculty-Athletic Coaches Learning Community (facilitator)

External Service

Professional Associations

Games Based Learning Alliance
Gamification Think Tank Group
NERCOMP Accessibility and Inclusion Community of Practice (co-leader)
POD Network Professional Development Committee
POD Network Strategic Planning Committee (chair)
POD Teaching with Technology Special Interest Group
POD Network conference proposal reviewer

Consortium Participation

Ivy+ Academic Technology Leaders
Ivy+ Classroom Technology
Ivy+ Learning Services (steering committee)
Ivy+ Media
Ivy+ Teaching and Learning Centers
Ivy+ Writing Centers
New England Peer Tutor Association (NEPTA)
Rhode Island Teaching and Learning Network (Chair)
Co-organizer, Teaching Transformations Conference with Columbia University, Princeton University, and Yale University

Other External Service

Google Higher Ed Advisory Board, Brown Representative for GSuite track
The Learning Records Store (LRS) Special Interest Group (SIG), member and presenter
NET+ Canvas Leadership Advisory Board, member
Philadelphia Futures, workshop on college-level writing and writing centers
Rhode Island Council for the Humanities Celebration of the Humanities Planning Committee
Skills for Rhode Island's Future, panelist on inclusive teaching and learning
Supported RI Hospital and Lifespan Partners by 3D printing and designing part for silicon mask prototypes

External Consulting or Support

Bates College (Center for Teaching and Learning development)
Brigham Young University's Center for Teaching and Learning
Carnegie Mellon University
Dartmouth College
Elisabeth Morrow School
Georgetown University's Educational Technology Group
Harvard University
Lewis & Clark College Symbolic and Quantitative Resource Center
Rochester Institute of Technology's Innovative Learning Institute
Southern Methodist University Department of English
University of Alberta
University of Texas at Austin
University of Washington Writing Center
Virginia Commonwealth University
Washington University in St. Louis
West Virginia University

People

Sheridan Staff, Head Graduate Teaching Consultants, Interdisciplinary Fellows and Proctors



Top Row L to R: Vania Figueiredo, Mary Wright, Eric Kaldor, Anastasia Williams, Rebecca Taub, Maggie Vecchione

Second Row L to R: Melissa Kane, Nick Nolte, Jillian Turbitt, Debra McEleney, Anne Kerkian, Linda Clark

Third Row L to R: Christine Baumgarthuber, Leo Selvaggio, Aaron Weisbrod, Jennifer Kim, Ed Casey, Nicole Williams

Fourth Row L to R: Melody Chapin, Nechama Juni, Charles Carroll, Ash Adam, Vadushi Shukla, Janet Peters

Fifth Row L to R: Stacey Lawrence, Jessica Metzler, Catherine Zabriskie, Naomi Pariseault, Tanya Waldburger, Kelly Egan

Bottom Row L to R: Austin Jackson, TJ Kalaitzidis, Liz Crawford, Andy Anello, Jim Foley, Christina Smith

Not Pictured: John de Szendeffy, Derek Goulet, Jenny Park

Full bios of Sheridan staff can be found here: <http://brown.edu/go/SheridanStaffBios>

Provost's Faculty Teaching Fellows and Advisory Group

Members

Ruth Colwill, Professor of Cognitive Linguistic and Psychological Sciences (CLPS)
Sylvia Kuo, Lecturer in Economics
Monica Linden, Senior Lecturer in Neuroscience
Patricia Sobral, Distinguished Senior Lecturer in Portuguese and Brazilian Studies
Jonathan Readey, Senior Lecturer in English and Associate Director of the Nonfiction Writing Program
James Valles, Professor of Physics
Melissa Clark, Associate Dean for Academic Affairs and Professor Health Services Policy and Practice

Kathi Fisler, Professor of Computer Science (Research)
Laura Lopez Sanders, Professor of Sociology
Steven Lubar, Faculty Director of the Center for Digital Scholarship and Professor of American Studies and History
Jane Sokolosky, Distinguished Senior Lecturer in German Studies and Language Studies and Director of the Center for Language Studies (CLS)
Christina Smith, Associate Director for Undergraduate STEM Development (Sheridan Center) and Adjunct Lecturer in Engineering

Anchor Faculty Facilitators

Toni-Marie Achilli, Molecular Pharmacology, Physiology and Biotechnology
Elissavet Amanatidou, Classics
Ruth Iris Bahar, Engineering
Atsuko Borgmann, East Asian Studies
Christopher Bull, Engineering
Ruth Colwill, Cognitive, Linguistic and Psychological Sciences
James Egan, English
Ian Dell'Antonio, Physics
Elena Festa, Cognitive, Linguistic and Psychological Sciences
Rachel Friedberg, Economics
Stephen Foley, English
Annie Gjelsvik, Public Health: Epidemiology
Matthew Guterl, American Studies and Africana Studies
Mark Johnson, Molecular Biology, Cell Biology and Biochemistry

Dawn King, Environment and Society
Jordan Kostiuik, Mathematics
Sylvia Kuo, Economics
Laura Lopez-Sanders, Sociology
Cindy Nguyen, History
Jonathan Readey, English
Ravit Reichman, English
Bjorn Sandstede, Applied Mathematics
Katherine Smith, Biology
Patricia Sobral, Portuguese and Brazilian Studies
Jane Sokolosky, German Studies
Carrie Spearin, Sociology
Lulei Su, East Asian Studies
Elizabeth Taylor, English
Chelsea Timlin, Center for Language Studies
James Valles, Physics
Leah Vanwey, School of Professional Studies, Environment and Society, and Sociology
Eric Victor, Chemistry

For all of us, you opened up so many new pathways of thinking, and introduced so many interesting new tools and techniques... Just perfect.

- Department chair

Junior Faculty Teaching Fellows

Charrise Barron, Africana Studies and Music
Theophilus A. Benson, Computer Science
Renee Surprenant Fitzgerald, Theatre Arts & Performance Studies
Emily Gadbois, Health Services, Policy, & Practice
Emily Kress, Philosophy
Jinying Li, Department of Modern Culture and Media
Alice Paul, Biostatistics

Student Advisory Committees

Academic Tutoring Leadership Board

Sarah Branse, Biomedical Engineering
Dominic Covelli, Chemistry
Anuva Goel, Neuroscience
Richard Huisa, Chemistry
Rebecca Ho, Biology
Harlan Oaks-Leaf, Chemical Physics
Alyssa Rust, Neuroscience
Eric Solomon, Applied Math-Economics
Keerthi Sreenivasan, Chemistry

Writing Fellows Student Leadership

| | |
|--------------------------|---------------------|
| Phillip Champagne | Isabel Reyes |
| Katie Chiou | Tamara Rudic |
| Finch Collins | Yelena Salvador |
| Marysol Harvey Fernandez | Janavi Sethurathnam |
| Ricardo Gomez | Tara Sharma |
| Kaleb Hood | Allison Singleton |
| Evan Lincoln | Michael Wang |
| Rhea Mathews | Megan Zhang |

Graduate Students

Writing Associates

Alina Ali (American Studies)
 Anna Alikhani (Public Health-Behavioral Health Sciences)
 Nicholas Andersen (Religious Studies)
 Amanda Arceneaux (History)
 Amanda Audesse (Neuroscience)
 Josiah Bisbee (Religious Studies)
 Mac Carley (Classics)
 Laura Chilson-Parks (History of Art and Architecture)
 Sarah Christensen (History)
 Devon Clifton (English)
 Joe Colleyshaw (Slavic Studies)
 Alexandra d'Ordine (Molecular Biology, Cell Biology, and Biochemistry)
 Kevin Ennis (Portuguese and Brazilian Studies)
 Maggie Goddard (American Studies)
 Meghan Gonsalves (Neuroscience)
 Emily Hirsch (History of Art and Architecture)
 Jordan Jones (Portuguese and Brazilian Studies)
 Robert Kashow (Religious Studies)
 Jessica Katzenstein (Anthropology)
 Caroline Kory (Religious Studies)
 Rae Kuruhara (Public Humanities)
 Peter Levins (History of Art and Architecture)

Claritza Maldonado (American Studies)
 Alexandria Miller (Africana Studies)
 Devon Newhouse (History)
 Seo Lim Park (Public Humanities)
 Katherine Preston (English)
 Michael Putnam (Religious Studies)
 Anoop Reddi (Biology)
 Shanelle Reilly (Molecular Biology, Cell Biology, and Biochemistry)
 Amy Rutter (Ecology, Evolution and Organismal Biology)
 Fiona Sappenfield (Classics)
 Lindsay Schneider (Biomedical Engineering)
 Blessed Sheriff (Medicine)
 Wilton Schereka (Africana Studies)
 Semilore Sobande (English)
 Leonard Sprague (Chemistry)
 Anthony Surace (Public Health-Behavioral Health Sciences)
 Rebecca Thorsness (Public Health-Health Services Policy and Practice)
 Brittney Threatt (Africana Studies)
 Tara Wheelwright (Slavic Studies)
 Beth Whitlock (Anthropology)

Graduate and Postdoc Teaching Consultants



Top Row L to R: Stacey Lawrence, Jessica Metzler, Sarah McGrath, Thomas Stone, Caroline Kory

Second Row L to R: Anastasia Tsylyna Williams (Head Teaching Consultant), Pablo Kokay Valente, Sarah Roberston, Sebastian Frank, Aaron Weisbrod (Head Teaching Consultant)

Third Row L to R: Jordan Kostiuk, Amanda Ruiz, Arianna Falbo, Charlotte Guetta, Anita Kumar

Fourth Row L to R: Daniel Li, Melody Chapin, Helena Liu, Marilyn George, Fiona Sappenfield

Bottom Row L to R: Jordan Jones, Alexander Jordon, Shekinah Fashaw, Dhananjay Bhaskar

Not Pictured: Armita Razieh Manafzadeh, Vidushi Shukla (Head Teaching Consultant)

Undergraduates

Undergraduate Fellows

Writing Fellows

| | | |
|-----------------------|------------------------|--------------------------|
| Amanda Ball | Riya Kothari | Pablo Richter |
| Bala Bazif | Emily Lane | Aila Cassandra Rodriguez |
| Isabel Brodsky | Kyoko Leaman | Hillel Rosenshine |
| Jasmine Cardichon | Cristian Loor | Tamara Rudic |
| Rachel Carlson | Julia Moore | Emily Rust |
| Isabella Cavicchi | Samantha Nash | Tarana Sable |
| Vivian Chun | Amanda Ngo | Gemma Sack |
| Roopa Duvvi | Celinie Nguyen | Shilpa Sajja |
| Jeanne Ernest | Ethan Pan | Charlie Saperstein |
| Yemisrach Hailemariam | Grace Park | Mohima Sattar |
| Robin Hwang | Bailee Peralto | Daniel Stassen |
| Jessica Jiang | Daviana Perez | Tanushri Sundar |
| Naotaro Kato | Vicky Phan | Quentin Thomas |
| Grace Keefe | Nhu Phung | Quynh-Lam Tran |
| Nicole Kim | Sophie Pollack-Milgate | Morgan Vernado |
| Audrey Kim | Geat Ramush | |

Problem-Solving Fellows

| | | |
|-----------------|----------------------------|-----------------|
| Paul Biberstein | Calder Hansen | Zuhal Saljooki |
| Jackson Chaiken | Katherine (Rinnie) Hewlett | Asghar Shah |
| Divyam Dang | Ashley Hong | Lynnial Taylor |
| Griffin Edwards | Myung Joo (MJ) Lee | Moriah Tom |
| Giselle Garcia | Isabel Mirfakhraie | Camille Tulloss |
| Devansh Gupta | Arjun Nanda | Stanley Yip |

Data Science Fellows

| | | |
|-------------------------|-------------------|--------------------|
| Mark Adut | Bella Hoang | Maureen O'Malley |
| Karina Bao | Lukas Kania | Abby Perelman |
| Samuel Murk | Jae Young Kim | Nicaurys Rodriguez |
| Caya Madeline Greenberg | Zlatko Lagumdzija | Emily Nomura |
| Ione Heigham | Isy Mekler | Benny Smith |

Multimedia Lab Student Staff

| | | |
|-----------------|----------------|--------------|
| Marissa Alfiero | Patrick Nasta | Madavin Vong |
| George Daccache | David Onabanjo | Neil Xu |
| Lucia Jones | Zabari Ross | Rebecca Zuo |
| Mako Mendoza | Aanchal Sheth | |

Academic Tutors

| | | |
|--------------------------|----------------------|----------------------|
| Melanie Anaya | Rebecca Ho | Phong Nguyen |
| Johanna Appleton | Catelyn Huang | Anson O'Young |
| Sima Arfania | Richard Huisa | Harlan Oaks-Leaf |
| Meta Austin | Shakson Isaac | Karina Ortiz |
| Brandon Avendano | Tyler Jacobson | Crony Patel |
| Shawn Avidan | Harrison Judd | Kush Patel |
| Maria-Chiara Bellomo | Danielle Kahan | Subhanik Purkayastha |
| Josiah Blackwell-Lipkind | Soham Kale | Anna Rezk |
| Sarah Branse | Revsen Karaalp | Alyssa Rust |
| Charles Bui | Elaine Kim | Josh Saskin |
| Simon Chang-Huang | Dennis Kinyua | Seyoung Seo |
| Srinidhi Chari | Sophie Kush | Jason Singer |
| Molly Cook | Vanessa Le | Priyanka Solanky |
| Tori Cook | Joyce Lee | Eric Solomon |
| Dominic Covelli | Elizabeth Leon | Keerthi Sreenivasan |
| Xavier Dawkins | Isabella Luna | Alyssa Steinbaum |
| Tyler DeFroschia | Kevin Ma | Matthew Stephens |
| Emma Dennis-Knieriem | Samantha Magpantay | Liam Storan |
| Griffin Edwards | Lucas Mastromatteo | Alison Swinth |
| William ElNemer | El Hadji Arona Mbaye | Stina Trollback |
| Zachary Farrias | John Moise | Nicholas Turcotte |
| Noah Feldman | Grace Molera | Justin Voelker |
| Maria Vitule | Silas Monje | Alexandra Wells |
| Gianna Finear | Victor Mora | Angela White |
| Charles Gagnon | Braxton Morrison | Annie Wu |
| Anuva Goel | Joshua Neronha | Andrew Yan |
| Alexander Griffin | Celeste Ng | Sophia Yin |
| Jennifer Griffith | Lisa Nguyen | Elizabeth Zhang |

New Scientist Catalyst Summer Program Coordinators

Jenny Chu
Anika Hutton
Eseosa Uwaifo

New Scientist Collective Coordinators and Mentors

David Moon

Alysia Nakakura

Valerie Aguilar-Dellisanti

Women in Science and Engineering Coordinators and Mentors

Nomin Baatarkhuu

Rachel Lim

Melissa Lopez

Faculty and Graduate Student Liaisons

Faculty

Matthew Guterl, Africana Studies

Elena Shih, American Studies

Parker Van Valkenburgh, Anthropology

Laurel Bestock, Archaeology and the Ancient World

Brian Mertes, Brown/Trinity MFA Program

Chelsea Timlin, Center for Language Studies

Vicki Colvin, Chemistry

Elsa Amanatidou, Classics

Ruth Colwill, Cognitive, Linguistic and Psychological Sciences

Emily Drumsta, Comparative Literature

Tom Doeppner, Computer Science

Jan Tullis, Earth, Environmental, and Planetary Sciences

Christian Huber, Earth, Environmental, and Planetary Sciences

Hiroshi Tajima, East Asian Studies

Jon Witman, Ecology, Evolution and Organismal Biology

Kate Smith, Biology

Pedro Dal Bo, Economics

Laura Snyder, Education

Laurel Bestock, Egyptology and Assyriology

Dan Harris, Engineering

Connie Scozzaro, English

David Willis, French and Francophone Studies

Jonathan Fine, German Studies

Laura Bass, Hispanic Studies

Faiz Ahmed, History

Holly Case, History

Gretel Rodriguez, History of Art and Architecture

Caroline Castiglione, Italian Studies

Virginia Krause, Literary Arts

Tom Goodwillie, Mathematics

Emily Green, Medical School

Nancy Khalek, Middle East Studies

Joan Copjec, Modern Culture and Media

Mark Johnson, Molecular Biology, Cell Biology and Biochemistry

Chi Ming Hai, Molecular Pharmacology, Physiology and Biotechnology

Dana Gooley, Music

John Stein, Neuroscience

Jonathan Reichner, Pathobiology

Richard Kimberly Heck, Philosophy

Dave Cutts, Physics

Melvin Rogers, Political Science

Patricia Sobral, Portuguese and Brazilian Studies

Debbie Weinstein, Program in Science Technology and Society

Kate Carey, Public Health: Behavioral and Social Sciences

Stavroula Chrysanthopoulou, Public Health: Biostatistics

Emmanuelle Belanger, Public Health: Health Services Policy and Practice

Renée Shield, Public Health: Health Services Policy and Practice

Andre Willis, Religious Studies

Katherine Schott, School of Professional Studies

Lynne deBenedette, Slavic Studies

Josh Pacewicz, Sociology

Leon Hilton, Theatre Arts and Performance Studies
Ed Osborn, Visual Art

Graduate Students

Alexandria Miller, Africana Studies
Margaret Goddard, American Studies
Sarah Davenport, Anthropology
Kristina Mallory, Applied Mathematics
Alexander McDonough, Applied Mathematics
Len Sprague, Chemistry
Christopher Jotischky-Hull, Classics
Lauren Franklin, Cognitive, Linguistic, and
Psychological Sciences
Gregory Dachner, Cognitive, Linguistic and
Psychological Sciences
Claire Climer, Comparative Literature
Sloane Garelick, Earth, Environmental and
Planetary Sciences
Emily Joyce, Earth Environmental and Planetary
Sciences
Kim Neil, Ecology, Evolution and Organismal
Biology
Cameron Brown, Education
Soomin Kim, English
Kaitlyn Quaranta, French and Francophone
Studies

Daniel Lange, German Studies
Mai Hunt, Hispanic Studies
Juan Bettancourt-Garcia, History
Sherri Cummings, History
Ciprian Buzila, History of Art and Architecture
Francesca Zambon, Italian Studies
Alexander McDonough, Mathematics
Alex Maxwell, Modern Culture and Media
Jane Abolafia, Molecular Biology, Cell Biology and
Biochemistry
Samantha Borys, Pathobiology
Chad Marxen, Philosophy
Isabella Bellezza-Smull, Political Science
Jordan Jones, Portuguese and Brazilian Studies
Teresa DeAtley, Public Health: Behavioral and
Social Sciences
Rebecca Thorsness, Public Health: Health Services
Policy and Practice
Nick Andersen, Religious Studies
Anastasia (Tsyline) Williams, Slavic Studies
Nur Bavbek, Sociology
Talley Murphy, Theatre Arts and Performance
Studies

Scholarship and Creative Work Related to Sheridan's Mission

Awards

2021 DIAP Community Award, Sheridan Center for Teaching and Learning & Provost's Faculty Teaching Fellows

Recognizes Brown community members that used the Diversity and Inclusion Action Plan (DIAP) as a vehicle to actively create positive change within the university community.

2021 Brown Excellence Award for Service, DLD Instructional Design

Presented to a team that has a greater appreciation for customer's needs and how best to respond to them by approaching work through the eyes of the customer. This team provides service or leadership that exceeds expectations, providing extraordinary assistance to students, faculty, staff, alumni, or parents that results in a positive outcome for the University.

2020 ERM Apprentice Faculty Grant Award, Dr. Christina Smith

Presented to emerging scholars in the engineering education community who have the potential for contributions to the field. This award is given through the Educational Research and Methods Division of the American Society for Engineering Education.

Publications

Barnes, R., Bodison, S., Bohon, W., Caballero-Gill, R., Carvalho, A.P., Chakraborty, P., Cheng, S., Creary, M., Edwards, L., Goldman, G., Guatame-Garcia, A., Leath, S., Marklein, A., Porras, A., Ramirez, K., Sanchez-Rios, A., Simonis, J., **Williams, N.**, Zaringhalam, M., Zelikova, T. (2020, December 17). A call to action: Moving the scientific publication process toward social justice. (OSF Preprint). 10.31219/osf.io/kna3h

Carroll, C. (forthcoming). Paris-Babylon/Paris-Jerusalem: Puerile bodies and the founding of the first residential colleges. *Viator: Medieval and Renaissance Studies*.

Little, D., Caulkins, J., **Kaldor, E.C.**, & Wheeler, L. (2021). Fractal reflection: Cultivating community and meaning in times of crises. *To Improve the Academy*, 39(3).

Lawrence, S.A., & **Wright, M.C.** (forthcoming). Capturing us on film: Photography as a means of documenting the hidden world of educational development. In M. Springborg and C. Horii, *What teaching looks like: Postsecondary education through photographs*. West Virginia Press.

McHugh, P., **Taub, R.**, Gafo, I., & **Baumgarthuber, C.** (2020). Optimizing student satisfaction measures through teacher presence interventions and contextual awareness in an online course. *Journal of Higher Education Theory and Practice*, 20(13): 42-52.

Presentations

- Bell, G. & **Zabriskie, C.** (2020, October). Digital transformation: What's the value for higher education? EDUCAUSE annual conference.
- Bostwick Flaming, A., **Wright, M.C.**, & Kustra, E. (2020, June). *Defining what matters: CTL tools for evaluation and strategic planning*. International Consortium for Educational Development Conference in Zurich, Switzerland. (Cancelled due to COVID-19 pandemic).
- Bennett, T., Carmean, C., Franklin, V., Howell, L., O'Brien, J., & **Zabriskie, C.** (2020, October). Diversity, equity, and inclusion as an IT issue. EDUCAUSE Exchange (podcast).
- Borem, A., & **Smith, C.** (2020). Developing and supporting STEM undergraduate teaching assistants as partners in teaching. Paper presented at the 2020 Frontiers in Education (FIE) Conference in Uppsala, Sweden.
- Colver, M., Feng, L., Valenti, K. & **Zabriskie, C.** (2020, April). Analytics roundtable: What will you need for the new normal? EDUCAUSE Learning Initiative annual meeting.
- Crawford, L.** (2020). Careers in academia for media alumni. (Panel discussion). University of Vermont Collegiate Media Conference. (Cancelled due to COVID-19 pandemic).
- Dixon, K., Gambino, L., **Wright, M.C.**, & Yin, A. Practical ideas toward achieving equitable outcomes. Keynote panel discussion at the November 2020 New England Educational Assessment Network Conference.
- Egan, J., Eng, D., & **Pariseault, N.** (2021, February). The dark side of gamification. (Panel presentation). GamiCon Conference.
- Egan, J. & **Pariseault, N.** (2021, April). What do gamified, fully online courses look like? (Panel presentation). Games-Based Learning Virtual Conference 2021.
- Foley, J.** (2020, March). Enterprise-wide onboarding of Top Hat at Brown University. Presentation at Top Hat Engage Conference. New Orleans, LA.
- Foley, J.** (2020, September). Richer online discussions drive better student engagement: Insights from Brown University. Webinar hosted by Harmonize Discussions.
- Kaldor, E.** & Wheeler, L. (2020, December). Collaborative scholarship of educational development. POD Network Scholarly Reads online workshop.
- Kane, M.** (2021, March). Learning experience design in higher education. Invited keynote at Center for Digital Innovation in Learning staff retreat. Boston College.
- Kane, M., Baumgarthuber, C., & Taub, R.** (2021, October). Moving beyond compliance: Two case studies to increase access and equity. Presentation at the annual EDUCAUSE Annual Conference.
- Lawrence, S.** (2020, December). Using my values to inspire change in STEM. (Invited keynote). Virtual Bridge Research Celebration Day. Fisk-Vanderbilt Bridge Program. Nashville, TN.
- McHugh, P., **Taub, R.**, Gafo, I., & **Baumgarthuber, C.** (2020, June). Teacher presence & context considerations in an online course. Presentation at the Eastern Academy of Management Conference.
- McLean, S., Nicholson, J. & **Zabriskie, C.** (2020, October). How to create community through technology. Panel at the EDUCAUSE annual conference.
- Metzler, J.**, & Cumming, P. (2020, June). Conversations on remote TA training (Panel presentation). POD GPPD SIG online event.
- Pariseault, N.** (2020, September 28). Gamifying learning experience: The why and how. Panel presentation and case study. Hong Kong University of Science and Technology.

- Sorcinelli, M.D., Eyon, B., Felten, P., Hurney, C., & **Wright, M.** (2020, June). The future is now: New theoretical frameworks and tools for educational development. Workshop at International Consortium for Educational Development Conference in Zurich, Switzerland. (Cancelled due to COVID-19 pandemic).
- Wright, M.C.**, Linden, M., Sobral, P. Valles, J., **Lawrence, S.**, & **Kaldor, E.** (2021, June). It's a START: Supporting intergenerational department change teams to build anti-racist courses and curricula. Session at Transforming Institutions Conference, Accelerating Systemic Change Network.
- Wright, M.C.** & Rhodenhiser, E.J. (2021, May). How did Center for Teaching and Learning (CTL) programs shift during the COVID-19 pandemic? Presentation at Pandemic Pedagogy Research Symposium.
- Wright, M.C.** (2021, April). Centers for teaching and learning during the COVID-19 pandemic. (Invited keynote). Shanghai Jiao Tong University, Shanghai, China.
- Gordon, C., **Wright, M.**, & Bryant, P. (2021, February). The reactive chalkface. London School of Economics podcast.
- Wright, M.C.** (2021, January). Centers for teaching and learning: The landscape of U.S. educational development. Workshop at AAC&U Annual Meeting.
- Wright, M.C.** (2021, January). The "new normal" in higher education. (Invited keynote). Excellent Teachers on Teaching Excellence Symposium. Hong Kong Polytechnic University, Hong Kong.

Creative Work

- Selvaggio, L.** (2020). In Real Life. Museum of Contemporary Photography. Chicago, IL.
- Selvaggio, L.** (2020). Fact/itious. Morian Gallery. Lexington, KY.
- Selvaggio, L.** (2020). Aperion. Web Biennial.
- Selvaggio, L.** (2020). Masked Messages. BAI@Home. Providence, RI.
- Selvaggio, L.** (2021). Protest: The Art of Speaking Out. University of Rhode Island. Providence, RI.
- Selvaggio, L.** (2021). Machine Vision. University of Bergen. Bergen, Norway.
- Selvaggio, L.** (2021). Empyre. Guest curator.
- Goulet, D.** (2021). Slick Willy (Documentary Short). Official Selection, New York World Film Festival.

Review Work

- American Association for the Advancement of Science annual conference
- BMC Medical Education*
- College Teaching* (consulting editor)
- International Consortium for Educational Development Conference
- International Journal of Academic Development*
- Partnership for Undergraduate Life Sciences Education (PULSE) Diversity, Equity, and Inclusion (DEI) Rubric
- POD Scholar*
- To Improve the Academy*

Pieces Written About Sheridan's Work

- Brook, J. (2020, September-October). Remote reimaged: Thrown onto Zoom last spring, professors prep for whatever "back to school" might mean. *Brown Alumni Magazine*. Available: https://www.brownalumnimagazine.com/articles/2020-08-27/remote-reimagined?fbclid=IwAR2ObOteaQkF-FLwoc53EIzJJd8op6rI6XAM0vK_I3cxscOwtsKg32e--KU
- Felten, P., & Lambert, L. (2020). *Relationship-rich education: How human connections drive success in college*. Baltimore, MD: Johns Hopkins Press.
- Hrach, S. (2021). *Minding bodies: How physical space, sensation, and movement affect learning*. West Virginia Press.
- Hristova, S. (2021). Training for the algorithmic machine. *Media and Communication*, 9(2). Available: <https://www.cogitatiopress.com/mediaandcommunication/article/view/3773/3773>
- Kim, J. (2021, May 18). 3 Questions for Brown's Mary Wright and Catherine Zabriskie. *Inside Higher Ed*. Available: <https://www.insidehighered.com/blogs/learning-innovation/3-questions-brown%E2%80%99s-mary-wright-and-catherine-zabriskie>
- Lang, J. (2020, December 14). Distracted minds: Why you should teach like a poet. *The Chronicle of Higher Education*. Retrieved from: https://www.chronicle.com/article/distracted-minds-why-you-should-teach-like-a-poet?cid=gen_sign_in.
- Lang, J. (2020). *Distracted: Why students can't focus and what you can do about it*. Basic Books: New York.
- Morel, V. (2020). Enhancing transparency and consent in the internet of things. Doctoral thesis. Universite de Lyon. Available: <https://hal.inria.fr/tel-02973666/document>
- Spencer, B., Tori, K., & Campbell, R. (2021). Undergraduates as course creators: Reflections on starting and sustaining a student-faculty partnership. *International Journal for Students As Partners*, 5(1), 138-145. <https://doi.org/10.15173/ijsap.v5i1.4399>
- Tabak, J. (2020, June). In the lab or on the web, research-based courses teach students to think like scientists. *News from Brown*. Retrieved from <https://www.brown.edu/news/2020-06-25/cure>.
- Tabak, J. (2020, December). In Anchor Program, faculty design courses that thrive within pandemic moment. *News from Brown*. Retrieved from <https://www.brown.edu/news/2020-12-18/anchor>.