Mary C. Wright
Sheridan Center for Teaching and Learning
Brown University
201 Thayer Street, 7th Floor (Box 1912)
Providence, RI   02912
Mary_Wright@brown.edu

Education

University of Michigan, 1995-2002
   Ph.D. in Sociology, 2002 (Chair: Dr. Mark Chesler)
   M.A. in Higher Education, 2000
Princeton University, 1989-1993
   B.A. (Major: Sociology; Senior Thesis advisor: Dr. Kristin Luker)
   Winner of Isidore Brown Award for highest ranking in sociology among all seniors awarded highest honors

Employment

Executive Director, Sheridan Center for Teaching and Learning, and Professor of Practice, Department of Sociology, Brown University, 2016-present

Director of Assessment and Associate Research Scientist, Center for Research on Learning and Teaching (CRLT), University of Michigan, 2011-2016

Assistant Research Scientist and Assistant Director for Evaluation, CRLT, 2007-2011

Coordinator of Graduate Student Initiatives, CRLT, 2003-2007

Professional Service

Professional and Organizational Development (POD) Network in Higher Education, the U.S. professional association for educational development
   President (2017-18); Executive Committee (2013-19); Board of Directors (2012-15); Chair, Finance Committee (2013-15); Chair, Graduate and Professional Student Development Committee (2009-12)

Publications

BOOKS

Wright, M.C. (2008). *Always at odds?: Creating alignment between faculty and administrative values.* Albany, NY: SUNY Press.

PEER-REVIEWED PUBLISHED ARTICLES

Wright, M.C., Wiley, S., von Ghent, E., & Huerta, M. (2020). The art of studying abroad: Leveraging an international experience requirement to enhance student learning and equity. *Journal on Excellence in College Teaching.*

Wright, M.C., Lohe, D.R., & Little, D. (2019). The role of a center for teaching and learning in a de-dentered educational world. *Change, 50*(6): 38-44.

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.

Everett, A.C., Anderson, O. S., **Wright, M.C**., & Fontana, M. (2018). Longitudinal assessment of critical thinking skills in a dental curriculum. *Journal of Dental Education*, 82(9): 921-928.

Wright, M.C., Lohe, D., Pinder-Grover, T., & Ortquist-Ahrens, L. (2018). The four Rs: Guiding CTLs with responsiveness, relationships, resources, and research. *To Improve the Academy: A Journal of Educational Development*, 37(2): 271-286.

Bartholomew, T., **Wright, M.C.,** & Michaels, C. (2018). Partnering with teaching and learning centers for curricular assessment: A case study of best practices. In C. Stanny (Ed.). *New Directions for Teaching and Learning: Assessment in Action, 155* (pp. 21-29). Wiley.

Kearns, K.D., Hatcher, M., Bollard, M., DiPietro, M., Donohue-Bergeler, D., Drane, L., Luoma, E., Phuong, A., Thain, L., & **Wright, M.C.** (2018). "Once a scientist…:" Disciplinary approaches and intellectual dexterity in educational development. *To Improve the Academy: A Journal of Educational Development, 37*(1): 128-141.

Meizlish, D.S., **Wright, M.C.,** Howard, J., & Kaplan, M.L. (2017). Measuring the impact of a new faculty program using institutional data. *International Journal of Academic Development*. http://dx.doi.org/10.1080/1360144X.2017.1364644

Wright, M.C., Bergom, I, & Bartholomew, T. (2017). Decreased class size, increased active learning?: Intended and enacted teaching strategies in smaller classes. *Active Learning in Higher Education*. http://journals.sagepub.com/doi/pdf/10.1177/1469787417735607

Gross, M., **Wright, M.C.,** & Anderson, O. (2017). Effects of image-based and text-based active learning exercises on student examination performance in a musculoskeletal anatomy course. *Anatomical Sciences Education*, 10(5): 444-455.

Wright, M.C., Goldwasser, M., Jacobson, W., Dakes, W.C. (2017). Assessment from an educational development perspective. *To Improve the Academy*, 36(1): 39-49.

Hardin, R., Bhargava, A., Bothner, C., Browne, K., Kusano, S., Golrokhian, A.R., **Wright, M.,** Zeng, P.Z., & Agrawall, A. (2016). Towards a revolution in sustainability education: Vision, architecture, and assessment in a case-based approach. *World Development Perspectives*. http://dx.doi.org/10.1016/j.wdp.2016.05.006

Blazek, M.C., Dantz, B., **Wright, M.C.** & Fiedorowicz, J.G. (2016). Spaced learning using emails to integrate psychiatry into general medical curriculum: Keep Psychiatry in Mind. *Medical Teacher, 28*(10)*:* 1049-1055.

Gonzalez-Cabezas, C., Anderson, O.S., **Wright, M.C.,** & Fontana, M. (2015). Exam questions developed by students lead to higher cognitive level of learning. *Journal of Dental Education,* (11): 1295-1304.

Wright, M.C., & Howard, J. (2015). Assessment for improvement: Two models for assessing a large quantitative reasoning requirement. *Numeracy, 8(1)*. Available: http://scholarcommons.usf.edu/numeracy/.

Wright, M.C., Schram, L. N., & Gorman, K. (2015). Developmental stages of new instructional consultants: Implications for professional growth. *To Improve the Academy, 34(1-2),* 117-155.

Wright, M.C., McKay, T., Hershock, C., Miller, K., & Tritz, J. (2014). Better than expected: Using learning analytics to promote student success in gateway physics. *Change 46(1),* 28-34.

Wright, M.C., Niemer, R. K., Bruff, D., & Valle, K. (2012). Tweeting #PODHBCU: Content and process of the 2011 POD HBCUFDN Conference Twitter backchannel. In J.E. Groccia,

Ed. (pp. 104-121). *To Improve the Academy, 33*.

Heinze, J., Schram, L., & **Wright, M.C**. (2012). Recognizing and enhancing future faculty teaching: An inventory of grants and teaching awards. *Studies in Graduate and Professional Student Development,15*, 1-14.

Wright, M.C., Bergom,I., & Brooks,M. (2011).The role of teaching assistants in student-centered learning: Benefits, costs, and negotiations. *Innovative Higher Education, 36*(5)*:*1-12.

Schram, L.N., & **Wright, M.C.** (2011). Teaching mentorship programs for graduate student development. *Studies in Graduate and Professional Student Development, 14,* 53-68.

Wright, M.C., Finelli, C.J., & Meizlish, D. (2011). Facilitating the scholarship of teaching and learning at a research university. *Change: The Magazine of Higher Learning, 43*(2): 50-56.

Bergom, I., **Wright, M.C.**, Brown, M.K., & Brooks, M. (2011). Promoting college student development through collaborative learning: A case study of *hevruta. About Campus, 15*(6): 19-25.

Finelli, C. J., **Wright, M.C.,** & Pinder-Grover, T. (2010). Consulting the Delphi: A new idea for collecting student feedback through the Two Survey Method (TSM). *Journal of Faculty Development, 24*(2): 25-33.

Wright, M.C., Cook, C.E., & O'Neal, C. (2009). The role of a teaching center in administrative training: A developmental model for academic leadership preparation. *To Improve the Academy, 28:* 278-291.

Wright, M.C. & Meizlish, D.M. (2008). Preparing advocates for faculty development: Expanding the meaning of "growing our own." *To Improve the Academy,* 27: 385-400.

Wright, M.C., Purkiss, J., O'Neal, C., & Cook, C.E. (2008). International teaching assistants and student retention in the sciences. *Studies in Graduate and Professional Student Development*, 11(1): 109-120.

Kaplan, M., O'Neal, C., Meizlish, D., & **Wright, M**. (2007). A rubric-based method for developing statements of teaching philosophy. *To Improve the Academy, 26*: 242-262.

O'Neal, C., **Wright, M.,** Cook, C., Perorazio, T., & Purkiss, J. (2007) The impact of teaching assistants on student retention in the sciences: Lessons for TA training. *Journal of College Science Teaching*, 24-29.

Cook, C.E., **Wright, M.C**., & O'Neal, C. (2007). Action research for instructional improvement: Using data to enhance student learning at your own institution. *To Improve the Academy*, 25: 123-138.

Wright, M.C. (2007). Making sense of data: Building theory through qualitative research teaching techniques. *Qualitative Health Research*, 17(1): 1-8.

Wright, M.C. & Dolance, S. (2006). Learning from physics: Applying peer instruction to the undergraduate statistics classroom. *Journal of Student-Centered Learning*, 3(1): 49-54.

Zhu, E., & **Wright, M.C.** (2006). Recruiting instructional technology specialists for faculty development. *International Journal of Teaching and Learning in Higher Education, 17*(2).

Wright, M.C. (2005). Always at odds? Congruence in faculty beliefs about teaching at a research university. *Journal of Higher Education*, 76(3): 331-353.

Wright, M., Howery, C., Assar, N., McKinney, K., Kain, E.L., Glass, B., Kramer, L., & Atkinson, M. (2004). Greedy institutions: The importance of institutional context for teaching in higher education. *Teaching Sociology*, 23(2): 144-159.

Wright, M. (2002). Same old textbook? Web-based textbook supplements in sociology. *Journal of Computing in Higher Education, 14(1)*: 28-49.

Wright, M. (2000). Getting more out of less: The benefits of short-term experiential learning in undergraduate sociology courses. *Teaching Sociology*, 28(2): 116-126.

STANDARDS FOR THE FIELD AND CHAPTERS IN EDITED VOLUMES

Lawrence, S.A., & **Wright, M.C.** (forthcoming, 2020). Capturing us on film: Photography as a means of documenting the hidden world of educational development. In M. Springborg and C. Horii, *The teaching and learning project: A photographic essay on post-secondary education in America*. West Virginia Press.

Wright, M. C., Mandel, M. S., Metzler, J., & Smith, C. (forthcoming, 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.

Brown, E.C., Brown, V.M., Chace, A., Flaming, A.L.B., Frederick, J., Hatcher, M., Herckis, L., Hoessler, C., Kustra, E., Lohe, D.R., Mansbach, J., McGowan, S., Troncoso, A.M., Watson, F.F., & **Wright, M.C.** (collaborative authorship, 2018). *Defining what matters: Guidelines for comprehensive center for teaching and learning evaluation.* Available podnetwork.org.

Collins Brown, E., Haras, C., Hurney, C., Iuzzini, J., Magruder, E., Sorcinelli, M.D., Taylor, S.C., & **Wright, M.** (collaborative authorship, 2018). *A center for teaching and learning matrix*. Available https://podnetwork.org/center-for-teaching-and-learning-matrix/

Linden, M., & **Wright, M.** (2018, March 1). Diversity and inclusion – Put it in the syllabus! *Tomorrow's Professor*. Available: https://tomprof.stanford.edu/posting/1625

Wright, M.C., Horii, C.V., Felten, P., Sorcinelli, M.D., & Kaplan, M. (2018). Faculty development improves student learning. *POD Speaks*. Available podnetwork.org

Chen, A., Bundy, C., Kim, J., Bass, R., Burgstahler, S., Lippincott, J., & **Wright, M.** (2017). *7 things you should know about the evolution of teaching and learning professions*. EDUCAUSE Learning Initiative. Available: https://library.educause.edu/resources/2017/3/7-things-you-should-know-about-the-evolution-of-teaching-and-learning-professions

Wright, M., Little, D. Cook, C., Sorcinelli, M.D., McDaniels, M., Lee, V., Kalish, A., Kaplan, M., Zakrajsek, T., Chaudhury, S.J., Zhadko, O. (2016). Evidence-based principles for online faculty development. *Educause Review*. Available: http://er.educause.edu/articles/2016/11/evidence-based-principles-for-online-faculty-development

Wright, M.C., Bernstein, J.L., & Williams, R. (2013). "The steps of the ladder keep going up": A case study of *hevruta* as reflective pedagogy in two universities. In M. Kaplan, D. Meizlish, N. Silver, & D. Lavaque-Manty, Eds. *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy* (pp. 104-121). Sterling, VA: Stylus.

Meizlish, D.M., Pinder-Grover, T., & **Wright, M.C.** (2012). Effective use of graduate peer

teaching consultants: Recruitment, training, supervision, and evaluation. In K. Brinko (Ed.), *Practically speaking*. Stillwater, OK: New Forums.

Wright, M.C. (2011). Measuring a teaching center's effectiveness. In Cook, C.E. & Kaplan, M. (Eds.) *Advancing the culture of teaching on campus: How a teaching center can make a difference*. Sterling, VA: Stylus.

Pinder-Grover, T., **Wright, M.C.,** Meizlish, D. (2011). Graduate Peer Teaching Consultants: Expanding the center's reach. In Cook, C.E. & Kaplan, M. (Eds.) *Advancing the culture of teaching on campus: How a teaching center can make a difference*. Sterling, VA: Stylus.

Meizlish, D., Cook, C.E., **Wright, M.C.** (2011). The role of a teaching center in curricular reform and assessment. In Cook, C.E. & Kaplan, M. (Eds.) *Advancing the culture of teaching on campus: How a teaching center can make a difference*. Sterling, VA: Stylus.

Wright, M.C., & Schram, L. (2011). Graduate student mentoring. *Essays on Teaching Excellence: Toward the Best in the Academy.* Available: http://www.podnetwork.org/publications/essayseries.htm.

Wright, M.C. (2008, October). Building a shared value of teaching in a department: What chairs can do. *The Department Chair*: 18-20.

Wright, M. & Kaplan, M. (2007). *Departmental Graduate Student Instructor development: A handbook for faculty and Graduate Student Mentors who work with GSIs*. Center for Research on Learning and Teaching, University of Michigan.

Wright, M.C. (2007). Introduction to online teaching and learning: Using asynchronous discussions effectively. In C. Ross & J. Dunphy (Eds). *Strategies for teaching assistant and international teaching assistant development: Beyond micro-teaching*. San Francisco: Jossey-Bass.

Wright, M.C. (2007). Identity and authority in the classroom: An exercise for new TAs. In C. Ross & J. Dunphy (Eds). *Strategies for teaching assistant and international teaching assistant development: Beyond micro-teaching*. San Francisco: Jossey-Bass.

Wright, M. (2005). *Teaching effectively with GSI-faculty teams*. CRLT Occasional Paper No. 21. Center for Research on Learning and Teaching, University of Michigan.

Kardia, D. & **Wright, M.** (2003). Gender, identity, and teaching: What are students rating? *SWS Network News*, 20(1): 7-10.

Wright, M. & Hermann, J. (2002). Preparing future sociology instructors to teach in diverse classrooms. In J. Chin, C.W. Berhide, & D. Rome (Eds.) *Teaching for inclusion*. Washington, D.C.: AAHE.

Cook, C.E., Kaplan, M., Nidiffer, J., & **Wright, M.** (2001, November). Preparing Future Faculty – Faster. *AAHE Bulletin*, 3-7.

Wright, M. (2001). Pell grants, politics and the penitentiary: Connections between the development of U.S. higher education and prisoner postsecondary programs. *Correctional Education, 52*(1): 11-16.

Wright, M. (2001). Preparing graduate student instructors to address challenges to their authority. In R. Bach & B. Lucal (Eds.) *Hostility in the classroom*. American Sociological Association Teaching Resources Center.

Cook, C.E., **Wright, M.C.**, & Hollenshead, C.S. (2000). *More than a research university: The importance of teaching at the University of Michigan*. CRLT Occasional Paper No. 14, Center for Research on Learning and Teaching, University of Michigan.

Wright, M.C., Cook, C.E., & Brady, E. (2000). *Using grants to enhance student learning*. CRLT Occasional Paper No. 13, Center for Research on Learning and Teaching, University of Michigan.

Wright, M. (2000). School inequality. *Teaching social stratification: Resources and issues*. American Sociological Association Teaching Resources Center.

Wright, M. (1997, Spring). Feminism and the politics of experience: The case of the Detroit Feminist Women's Health Center. *Michigan Feminist Studies (11), 38-58*.

External Presentations

Wright, M.C. (2019, November). The Center for Teaching and Learning Matrix. Invited presentation at Peking University and China Association for Educational Technology Conference. Beijing, China.

Wright, M.C., Gordon, C., & Bergeron, J. (2019, December). Mindful innovation. Panel discussion at the QS Imagine Education Conference, London, England.

Wright, M.C., Palmer, M., & Ouellett, M. (2019, November). Advancing educational development through collaboration with institutional fundraising. Workshop at the annual meeting of the POD Network, Pittsburgh, Pennsylvania.

Merys, G., Lawrence, S., Lohe, D.R., **Wright, M.** (2019, November). Mindfulness for CTL leaders. Workshop at the annual meeting of the POD Network, Pittsburgh, Pennsylvania.

Little, D., Lohe, D. R., Ortquist-Ahrens, L., Pinder-Grover, T., Springborg, M., Watson, E.C., & **Wright, M.** (2019, January). Developing educational development: Guidelines for creating or re-vitalizing a CTL. AAC&U-POD Network Organizational Development Institute at the AAC&U Annual Meeting, Atlanta, Georgia.

Wright, M., Hora, M., Conger, A., Kusano, S., & Smith, C. (2019, January). Bridging the 21st-century skills gap: New educational development models for teaching and curriculum. Session at the AAC&U Annual Meeting, Atlanta, Georgia.

Heffernan, K., & **Wright, M.** (2018, November). Overlooked collaborations: Strengthening athletic coach-faculty partnerships to serve academic missions. Roundtable at the annual meeting of the POD Network, Portland, Oregon.

Wright, M., Lohe, D., Hatcher, M., Flaming, A., & Frederick, J. (2018, November). New evaluation guidelines to examine impact in times of change. Workshop at the annual meeting of the POD Network, Portland, Oregon.

Wright, M. (2018, June). Evaluating Centers for Teaching and Learning. Invited workshop for New England Center for Teaching and Learning Retreat. Newport, RI: Salve Regina University.

Wright, M. (2017, October). Defining what matters: Understanding the impact of educational development. Presidential address at the annual meeting of the POD Network, Montreal, Canada.

Wright, M., & Lohe, D. (2017, June). What works in educational development? Plenary session at the POD Network Institute for New Faculty Developers. Saratoga Springs, NY.

Holloway, J., Bass, R., Kiley, R., **Wright, M.,** & Conger, A. (2017, January). Scaling up engaged learning. Session at AAC&U Annual Meeting. San Francisco, CA.

Wright, M. (2017, October). Using evidence for planning CTL programs. Invited keynote at Chinese Higher Educational Development (CHED) Conference. Hefei, China.

Wright, M. (2017, October). How do we communicate the value of our work? Evidence-based practices in planning and assessing educational development. Invited workshop at Chinese Higher Educational Development (CHED) Conference. Hefei, China.

Wright, M.C., Kusano, S., Hallman, S. (2016, November). The role of a teaching center in scaling engaged learning. Workshop presented at the annual meeting of the POD Network, Louisville, KY.

Wright, M.C., & Bartholomew, T. (2016, June). Assessing a curriculum using the midterm student feedback (SGID) process. Workshop presented at the annual meeting of the Association for the Assessment of Learning in Higher Education, Milwaukee, WI.

Everett, A., **Wright, M.,** Anderson, A., Fontana, M. (2015, March). Long-lasting learning of critical thinking skills in a dental curriculum. Poster presentation at American Dental Education Association Annual Session and Exhibition. Boston, MA.

Trumpey, J., **Wright, M.C.,** & Wiley, S. (2014, April). Assessment of school-wide international experience requirement in studio-based curriculum. Presentation at Forum on Education Abroad, San Diego, CA.

Greenberg, A.K., Gross, M., & **Wright, M.C.** (2014, March). Effects of image-based and text-based activities on student learning outcomes. Poster presented at the Learning Analytics and Knowledge Conference, Indianapolis, IN.

Gonzalez-Cabezas, C., **Wright, M.,** Anderson, O., & Fontana, M. (2014, March). Student-developed exam questions lead to higher cognitive level of learning. Poster presentation at American Dental Education Association Annual Session and Exhibition. San Antonio, TX.

State, A., & **Wright, M.** (2013, October). International perspectives on building a teaching center. Roundtable for the annual meeting of the Organization of Professional Organizers and Developers, Seattle, WA.

Wright, M.C., Hershock, C., & Sampson, N. (2012, October). Educational development and learning analytics. Workshop presented at the annual meeting of the Organization of Professional Organizers and Developers Conference, Seattle, WA.

Wright, M.C., & Schram, L. (2011, October). Developmental stages of new instructional consultants: Implications for professional training. Workshop presented at the annual meeting of the Organization of Professional Organizers and Developers Conference, St. Louis, MO.

Wright, M.C., Huerta, M., & Milkova, S. (2011, October). Developing intercultural competence in art & design students: Evaluation of the impact of an international experience requirement. Poster presented at the annual meeting of the International Society for Scholarship of Teaching and Learning, Milwaukee, WI.

Wright, M., & Jacobson, W. (2010, October). Educational development as a framework for outcomes assessment. Workshop for the annual meeting of the Organization of Professional Organizers and Developers Conference, St. Louis, MO.

Wright, M. (2009, October). *Hevruta* in the research university classroom: An evaluation of a dyadic learning method. Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.

Wright, M.C. & Bergom, I. (2009, October). Overcoming barriers to SoTL: Program development and evaluation. Workshop for the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.

Wright, M.C. & Milkova, S. (2009, October). Uncovering students' conceptions of the academic job market: PFF implications. Workshop for the annual meeting of the Organization of Professional Organizers and Developers Conference, Houston, TX.

Ching, P. & **Wright, M.C.** (2009, October). 'Regenerating' the SGID: New ideas for collecting early student feedback. Workshop for the annual meeting of the Organization of Professional Organizers and Developers Conference, Houston, TX.

Wright, M. (2009, October). *Hevruta* in the research university classroom: An evaluation of a dyadic learning method. International Society for the Scholarship of Teaching and Learning. Bloomington, IN.

Wright, M.C. (2009, August). Navigating the academic job market. Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.

Wright, M. (2008, November). Narrating and navigating the academic job market. Paper presented at the Annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.

Wright, M. (2008, October). Encouraging the Scholarship of Teaching and Learning: Helping instructors navigate IRB and FERPA. Organization of Professional Organizers and Developers, Reno, NV.

Wright, M.C., & Schram, L. (2009, October) Engaging graduate students in the Scholarship of Teaching and Learning. Organization of Professional Organizers and Developers, Reno, NV.

Wright, M.C., & Meizlish, D. (2007, October). Graduate teaching consultants: "Quick starters" in faculty development. Organization of Professional Organizers and Developers.

Grooters, S. & **Wright, M.** (2007, October). Supporting "peripheral" graduate students in instructional development. Organization of Professional Organizers and Developers.

Bogart, P. & **Wright, M.** (2006, October). Mutual benefits: Developing intercultural learners and ITAs. Michigan Teachers of English as a Second Language, Central Michigan University.

Wright, M.C. (2006, October). Mutual benefits: Developing intercultural learners and ITAs. Organization of Professional Organizers and Developers.

Wright, M.C. (2005, November). A sociological approach to classroom climate and student attrition. North Central Sociological Association, Indianapolis, IN.

Wright, M.C. (2005, November). Building teaching cultures: How research university leadership can create instructional communities. Association for the Study of Higher Education.

Cook, C., O'Neal, C., & **Wright, M.** (2005, October). Undergraduate science majors: Using TA training to improve retention. Organization of Professional Organizers and Developers.

With Cook, C., O'Neal, C., & **Wright, M.** (2005, May). Gateway science at large institutions. Annual Conference of the Center for the Integration of Teaching and Learning (CIRTL), University of Wisconsin at Madison.

Cook, C., O'Neal, C., & **Wright, M.** (2005, April). Gateway science: Student views about instructors and good teaching. Invited presentation for National Science Foundation Workshop: "What It Means to Be Fully Educated for the 21st-Century Workforce." Syracuse University.

Wright, M.C. (2005, April). Teaching students to develop theory. North Central Sociological Association.

Dolance, S., & **Wright, M.** (2004, August). Learning from physics: Applying peer instruction to the undergraduate statistics classroom. American Sociological Association.

Mesa, V. & **Wright, M.** (2003, October). Resources for Graduate Student Instructor Training. Workshop presented at the annual meeting of the Organization of Professional Organizers and Developers.

Kaplan, M., & **Wright, M.** (2001, October). A Model to Prepare Future Faculty. Workshop presented at the annual meeting of the Organization of Professional Organizers and Developers. St. Louis, Missouri.

Kardia, D., & **Wright, M.** (2001, October). Gender and student ratings. Invited presentation for Grand Valley State University.

Wright, M. (2001, August). "Local Resources to Prepare Future Faculty" and "Preparing Graduate Students to Teach: Models for Success." American Sociological Association.

Cook, C.E., Kardia, D., & **Wright, M.** (2000, November). Gender and authority issues in the classroom. Paper presented at the annual meeting of the Association for the Study of Higher Education.

External Assessment/Evaluation Experience

External review of Elon University's Center for the Advancement of Teaching and Learning, 2018; Macalester College's Jan Serie Center for Scholarship and Teaching, 2018

External evaluator for a six-university Partnership for Adaptation, Implementation and Dissemination (PAID) Grant, originating from Case Western Research University, NSF ADVANCE program, 2010-2012.

External evaluator for The Ohio State University's Institutional Transformation Grant, NSF ADVANCE program, 2011-2013.

NSF ADVANCE site visit teams, 2009 & 2011.

External evaluation of Academic Careers in Engineering and Science, a NSF ADVANCE Institutional Transformation Grant, at Case Western Reserve University. Co-Conducted with Dr. Lisa Frehill, 2007.

(List of internal evaluation experience provided upon request.)

Teaching & Mentoring Experience

Co-Instructor, University of Michigan, College of Language, Science & Arts

Graduate Student Instructor preparation course for international students (ELI 994), 2006-2009.

Lecturer, University of Michigan, School of Public Health
Qualitative Methods and Participatory Action Research (HBHE 636, graduate class), 2003 & 2005.

Graduate Student Instructor, University of Michigan, Department of Sociology
Courses with full responsibility:
Sociology 993: Teaching in Sociology (graduate class), Fall 1999-Winter 2001
Sociology 485: Deviant Behavior, Spring 1999
Sociology 468: Criminology, Spring 1998
Sociology 389: Project Community (service learning course), Fall 1997

Rackham Graduate Student Instructor Teaching Award, 2001.
Awarded each year to 20 (out of 2,000+) outstanding teaching assistants at the University of Michigan.

CRLT mentorship of Center for the Study of Higher and Postsecondary Education (CSHPE) interns, Graduate Student Research Assistants, and postdoctoral scholars: Jeffrey Chun (2007-8), Inger Bergom (2008-10), Ruby Siddiqui (2010-11), Dr. Kirsten Olds (2009-10), Dr. Laura Schram (2010-11), Dr. Mary Antonaros (2010-11), Kathryn Valle (2011-12); Dr. Allyson Bregman (2011-12), Dr. Kris Gorman (2012-13); Dr. Olivia Anderson (2013-2014); Stefan Turcic (2013-14); Dr. Ronit Greenberg (2014-2015); Dr. Stephanie Kusano (2015-17); Dr. Sam Hallman (2015-17).

Dissertation Committees: Judy Lawson (CSHPE) & Dan Ochylyski (Nursing, DNP 2016)

International Experience

Keynote at the Chinese Higher Education Development (CHED) association annual meeting, October 2017.

Invited speaker for series on assessment, learning analytics, and teaching and learning innovations at Universidad de los Andes, Chile, January 2015.

Faculty development workshop for Chinese National Academy of Educators and Administrators (NAEA), December 2013.

Participation in University of Michigan seminars for Chinese university presidents, administrators, and faculty developers, 2011-present.

University of Michigan African Presidential Scholars faculty mentor for Dr. Andrew State, Makarere University, Uganda, 2011-12.

Participant in Fulbright International Higher Education Administrators Program, 2007.

Invited presentations to Nagoya University and Tokyo University of Foreign Studies, "Creating a Culture of Teaching," 2006.

Grants and Awards

Exploring Learning Analytics Grant, $53,000. Awarded on December 2013 by University of Michigan Provost's Learning Analytics Task Force.

Professional and Organizational Development (POD) Network, Robert L. Menges Award for Outstanding Research in Educational Development (with Deborah Meizlish, Matt Kaplan, and Joe Howard). For "Leveraging Institutional Data to Demonstrate Our Impact." Awarded November 2014.

Professional and Organizational Development (POD) Network, Innovation Award finalist, 2006, 2008, 2010.