

Sydney Sullivan

Teaching Portfolio: <http://bit.ly/SullivanPortfolio>
LinkedIn Profile: <https://tinyurl.com/sullivanlinkedin>

HIGHLIGHTS AND AREAS OF EXPERTISE

- Written Communication
- Verbal Communication
- Instructional Design
- Public Speaking
- Diversity, Equity, and Inclusion
- College Teaching
- Team Player
- Research
- Technology
- Curriculum Development
- Data Analysis
- Data Collection
- Undergraduate Education
- Storytelling

EDUCATION

University of California, Davis Davis, CA
PhD in Education, Major Advisor: Carl Whithaus September 2020-August 2025
Designated Emphasis in Writing, Rhetoric, and Composition Studies

University of Arizona Tucson, AZ
Masters in English September 2018 - May 2020

Oregon State University Corvallis, OR
Bachelor of Arts in English, Minor in Writing September 2014 – July 2018

EMPLOYMENT HISTORY

ADMINISTRATIVE EXPERIENCE

Tutoring Coordinator / American River College
November 2022-Current
Sacramento, CA

- Monitor tutor and tutee interactions. Provide guidance in creating and ensuring productive interaction which leads to successful tutor sessions
- Teach assigned classes under the supervision of the Dean
- Help students fulfill their maximum potential in mastering course content
- Maintain a thorough and up-to-date knowledge in the teaching field with continued professional development
- Utilize current technology in the performance of job duties and maintain standards of professional conduct and ethics appropriate to the professional position
- Assist with articulation and curriculum development and review
- Serve on college committees and participating in faculty governance including

- accreditation and student co-curricular activities
- Assume all other responsibilities assigned by the Dean

RESEARCH EXPERIENCE

Graduate Student Researcher / [Thriving in Graduate School Program Coordinator](#)

August 2021-August 2022

Davis, CA

- Design materials and programming to address the concerns of all students, including students of color and students from traditionally underrepresented backgrounds
- Write weekly newsletters focused on health and well-being topics relevant to a diverse array of graduate students
- Schedule and facilitate graduate student gatherings that represent and promote diverse groups
- Facilitate online conversations to build community among participants
- Interview and discuss with campus/community partners to facilitate guest speaker series
- Conduct focus groups with graduate students to identify areas for improvement
- Identify opportunities to advocate for policy-level changes that lead to improved well-being outcomes for graduate students

Graduate Student Researcher / [California Teacher Education Research and Improvement Network \(CTERIN\)](#) April 2021-August 2021

Remote

- Attended bi-weekly meetings for conference design and development
- Analyzed and summarized survey data from past conferences
- Designed posters and information for the annual summer conference
- Completed all extra tasks assigned by supervisor

Research Associate / [Social Network Institute](#) May 2020-November 2020

Remote

- Generated self-contained research questions that can be investigated with standard social research methods
- Reviewed relative literature on the topic and write literature reviews for projects assigned
- Formulated methods for work and set a timeline for the start and end of the project
- Performed research analysis by examining the findings of the project's data
- Drafted, reviewed, and produced two articles per academic quarter

WRITING/EDITING EXPERIENCE

Writing Coach and Tutor / [Design Worlds](#) March 2021-December 2021

Remote

- Meet weekly with students ages 14-18 to help develop their writing skills
- Meet with students to discuss their college application essays

- Review and guide students with English and Writing class assignments
- Write engaging and supportive feedback for student essays
- Design assignments to help students critically think about their writing

Copy Editor / [SPLASH! Milk Science Update](#) March 2021-July 2021

Remote

- Copy edit bi-monthly articles for SPLASH! Milk Science Update
- Carefully and critically review articles for grammar, punctuation, and clarity
- Complete all work on or ahead of schedule.
- Review final versions of articles after all other editors have copy edited

Event Writer / [Burnett Media Group](#) September 2017- November 2020

Remote

- Collaborate with clients information/offers
- Meet weekly deadlines for articles
- Write professional and thoroughly edited articles for a variety of audiences

Writing Intern / [College of Forestry](#) October 2017-July 2018

Corvallis, OR

- Wrote for quarterly Focus Magazine
- Interviewed students for weekly social media posts
- Transcribed interview videos
- Picked up tasks around the office and copyedited

Journalist / [Daily Barometer- Orange Media Network](#) May 2017-March 2018

Corvallis, OR

- Interviewed 3-5 people per weekly article publications
- Wrote engaging, innovative, and current stories
- Met strict deadlines and stay informed with Editor-in-Chief
- Kept up-to-date with current social media, news stories, and trends
- Pitched at least two story ideas a week

DIGITAL EDITING AND DESIGN

Digital Media and Outreach Coordinator / [ExplorIt Science Center](#) September 2022-December 2022

Davis, CA

- Manage all social media channels including Facebook, Instagram, Twitter, YouTube, TikTok and LinkedIn
- Produce engaging digital marketing and educational materials, including videos, quizzes,

- and games
- Work with the finance committee to plan fundraisers and marketing campaigns
- Keep the website updated, using the website editor Wix
- Create Google forms and attach them to the website
- Design flyers and graphics for the website, social media, and print
- Produce and update marketing/brand materials, such as a style guide and press kits
- Take high-quality photos and videos at Explorit events

TEACHING EXPERIENCE

EDU185: Learning in a Digital Age: Information, Schooling, & Society (In-person and online) Spring Quarter 2023	Teaching Assistant School of Education University of California, Davis
LRC 300: Introduction to Tutor Training (Hybrid: in-person and online) January-Current	Associate Instructor Lecture American River College
UWP1V: Introduction to Academic Literacies: Partially Online (online asynchronous) Decmeber 2022-Current	Associate Instructor University Writing Program University of California, Davis
UWP1Y: Introduction to Academic Literacies: Partially Online (two hybrid sections) September 2021-Decmeber 2022	Associate Instructor University Writing Program University of California, Davis
UWP1: Introduction to Academic Literacies (three online sections) August 2020-June 2021	Associate Instructor University Writing Program University of California, Davis
ENGL 109H : Honors English Composition (three face-to-face sections) September 2019-May 2020	Graduate Teaching Assistant (Instructor on Record) Writing Program University of Arizona

ENGL 102: College Composition II
(two face-to-face sections)
December 2018-May 2019

Graduate Teaching Assistant
(Instructor on Record)
Writing Program
University of Arizona

ENGL 101: College Composition I
(one face-to-face section)
August 2018-December 2018

Graduate Teaching Assistant
(Instructor on Record)
Writing Program
University of Arizona

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CONFERENCE PRESENTATIONS

Sullivan, S., Sims, M., & Burke Reifman, J. “Conceptualizations of time and labor in contract-assessed hybrid online writing courses.” *Computers & Writing*. Davis, CA. [under review] 2023, June.

Sullivan, S. & Sims, M. “Constructing well-being-centered assessment ecologies through contract grading & instructor response.” *Conference on College Composition and Communication*; Chicago, IL; February 2023

Sullivan, S. “Critical online engagement in asynchronous spaces: reflections and suggestions for teaching an asynchronous class on critical media literacy.” *Global Society of Online Literacy Educators*; Online, Remote; February 2023

Sullivan, S. “Online engagement and student wellness: A mixed-methods study of students’ experiences online and their well-being.” *Scholarship of Teaching and Learning Conference*; Davis, CA; December 2022

Sullivan, S. “Digital Engagement in Undergraduates: A mixed-methods study of how students engage in a digital world and what that means for their well-being.” *Critical Media Literacy Conference of the Americas*; Oakland, CA; October 22, 2022

Panelist Speaker “Paths to Recovery: Fall Reintegration” [UC Davis Advising Graduate Students \(AGS\) Conference](#); Sacramento, California (Virtual); September 1st, 2021

Invited Panelist Speaker “Addressing Educational Inequalities.” *City Year Sacramento*; Sacramento, California (Virtual); February 17, 2021

Sullivan, S. Poster Presentation “Labor-based Grading Contracts and Paths to Increased Student

Agency.” *Creating Space UC Writing Conference*; Berkeley, California (Virtual); January 30, 2021

Sullivan, S. “Participant Observation Research of a Writing and Well-Being Course: An Interactive Workshop.” *2nd Annual Conference on Writing and Well-Being*; Reno, Nevada (Virtual); January 4, 2021

Panel Chair Coordinator “Experiential Learning and Quality of Life: a Collaborative Learning Community Model for Undergraduate Education.” *Student Success Conference 2020*; Tucson, Arizona; February 5, 2020

Sullivan, S. “Well-being development in teaching materials. Learning how to incorporate practices that can help students’ mental and emotional well-being throughout the semester.” *The Writing Program’s 2020 Spring Symposium*; Tucson, Arizona; January 13, 2020

Panelist Speaker “Legal Writing Meets ‘The Happiness Project:’ Contribute to Your Students’ Well-Being by Making Class a Happy Experience” and “Identity and Functionality in an Elementary Writing Workshop.” *Conference on Writing and Well-Being*; Tucson, Arizona; January 11, 2020

Sullivan, S. “Solution to What? Mulk Raj Anand's *Untouchable* and the Question of Technology.” *New Directions Graduate Conference*; Tucson, Arizona; April 6, 2019

Sullivan, S. “The Uses of Absence in Sappho’s Poetry” [revised]. *Undergraduate Humanities Research Conference*; Corvallis, Oregon; May 2018

Sullivan, S. “The Uses of Absence in Sappho’s Poetry.” *NW Undergraduate Conference in the Humanities*; Coeur d’Alene, Idaho; November 4, 2017

PUBLICATIONS

Scholarly

Conference proceedings. Scholars Archive Oregon State University:
<https://ir.library.oregonstate.edu/concern/defaults/6w924h99n>

Chapters

Sullivan, S. (2023). Rethinking Curriculums: How Critical Digital Literacy and Mandatory Composition Courses Collide. In S. Gennaro, N. Higdon, M. Hoechsmann, & J. Share (Eds.), *Critical Media Literacy and Radical Democracy in Higher Education* (Under Review)

Sullivan, S. (2023) Digital Engagement in Undergraduates: A mixed-methods study of how students engage in a digital world and what that means for their well-being. In McGraw Hill-Aula Magna (Eds.), *Critical Media Literacy - Literacidade Mediática Crítica - Literacidade Crítica da Mídia* (Under Review)

Peer-Reviewed Journal Articles

Cochran, Silvers, Sullivan, Benson, and Halsey. (2020) "Authenticity, Self-Compassion, and Self-Determination Theory: A Response to Power Inequities within Higher Education."

Composition Studies

<https://compositionstudiesjournal.files.wordpress.com/2022/11/cochran-sullivan-benson-silvers-halsey.pdf>

Trade & News

Spring Focus Magazine (College of Forestry OSU)

- "Mika Donahue: Growing up with glulam, expanding horizons" *April 2, 2018*
- "Student logging training program: hands-on learning utilizes the latest technology" *April 2, 2018*
- "Strauss utilizes gene editing, CRISPR" *April 2, 2018*

Oregon State University Barometer (student newspaper)

Cover Stories:

- "OSU remains vigilant in the intolerance, prevention of hazing on campus" *January 7, 2018*
- "OSU welcomes students' families to campus" *November 13, 2017*
- "OSU faculty works to increase inclusivity in research" *June 26, 2017*
- "One million people to visit Oregon for celestial spectacle" *July 31, 2017*

HONORS AND AWARDS

Collaborative Teaching Award

The Collaborative Teaching Award recognizes two or more instructors who have worked together to design and implement curriculum for a Writing Program class or professional development for Writing Program teachers. *March 2023*

Award: \$500 to be divided across one collaborative team

Univerity Writing Program Travel Award

Awarded for traveling to the Conference on College Composition and Communication in Chicago and representing the University of California, Davis through presenting and research. *February 2023*

Award: \$800

Graduate Group in Education Fellowship for the Winter 2023 Quarter

Fellowship given for scholarly merit, financial need, and engagement in the program through attending conferences where scholarly research was presented.

February 2023

Award: \$1,000

Council of Writing Program Administrators' Graduate Research Award (Co-author)

Co-authored the article draft titled, “Authenticity, Self-Compassion, and Self-Determination Theory: A Response to Power Inequities in Higher Education.” The article grew out of a focus group that turned into a collaborative auto-ethnography about these issues. *March 2020*

Qualitative Observation Researcher

Research observer for a well-being-centered First-Year Writing course designed as a model to study the effects of socioemotional learning on undergraduate students in college writing contexts. *January 2020-May 2020*

Writing and Well-Being Advisory Group

Fellowship dedicated to developing a curriculum centered around well-being and mental health for first-year college students. *August 2019-May 2020*

Jonnie Raye Harper Teaching Award Nominee

Nominated by my academic advisor for a first-year teaching award. *May 2019*

Mary Holaday Award Scholarship, School of Writing, Literature, and Film, OSU

Awarded for having an exemplary essay application and an impressive academic record. *May 2018*

PROFESSIONAL DEVELOPMENT/SERVICE

Philanthropic / Volunteer

- **Member of the UC Davis Administrative Advisory Committee**

These Committees address topics such as the arts, child and family care, diversity, student services, and research, and provide an opportunity for all constituencies—Academic Senate and Academic Federation members, staff, graduate students, and undergraduate students—to participate in the governance of the campus. *September 2022-July 2023*

(Academic Year)

- **UC Davis School of Education Dean's Student Advisory Council**

Members of the council help to discuss the program's success, improvements, and further recommendations based on survey data and the council's collaborative discussion groups. Some of the topics discussed included enrollment, mental health, and the Graduate Council of the Academic Senate review.

September 2021-July 2022 (Academic Year)

- **GPSC (Graduate & Professional Students Council)**

A judge for travel grants given to undergraduates at the University of Arizona across the disciplines. *January 2019- March 2020*

- **Big Brothers Big Sisters Mentor 2.0**

Involved in mentoring struggling high school students who have expressed interest in getting into college or other forms of higher education. *January 2019- March 2020*

- **Terrain.org**

Created and distributed e-newsletters, conducted interviews, and reviewed books.

January 2019-June 2019

- **WriPACA (Writing Program Action, Curriculum, and Assessment Committee)**

Helped develop policies for undergraduate courses offered in the writing program at the University of Arizona. *September 2018-December 2018*

Trainings / Certifications

- **[2020 ACCELERATE Asynchronously Self-Paced Course Certification](#)**

Awarded for completing a minimum of 15 hours of professional development as a commitment to equity and inclusion in remote/online teaching. *November 2020*

- **[Sexual Assault Prevention for Graduate Students Certification](#)**

Awarded for completing sexual assault training and awareness course. *September 2020*

- **Diversity in the Classroom Workshop**

4-week series focused specifically on safe zones, equality, unconscious bias, microaggressions, and diversity in general at the University of Arizona. *October 2019 - November 2019*

- **Suicide Prevention Workshop**

Training focused on recognizing the signs of suicidal students and how to encourage them to seek professional counseling using the Question, Persuade, Refer (QPR) method. *October 15*