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EDUCATION

Ph.D., University of Virginia, Department of English Language and Literature, 2015

M.A., University of Virginia, Department of English Language and Literature, 2010

B.A., *summa cum laude*, University of California, Los Angeles, Department of English, 2007
Minor in Italian Studies

PROFESSIONAL ROLES

**Assistant Professor, General Faculty and Assistant Director, Center for Teaching Excellence (CTE),
University of Virginia, 2016-Present**

Educational Development Responsibilities

N.B. Entries organized in order of significance, rather than chronological order

2020 – Present **C³Design**

I designed a program architecture to pair the c³Design online course design platform with online, facilitated, synchronous cohorts of participants. I lead multiple cohorts of instructors through the course design process. I provide written feedback to participants on course design materials, plan and facilitate synchronous online meetings. I developed a comprehensive facilitators' guide to prepare other educational developers to facilitate their own cohorts. I wrote new c³Design modules on motivation theories, sense of belonging, and the science of emotion in learning by synthesizing scholarship in those domains. I wrote case studies illustrating the above concepts through the lens of students' experiences and select voice actors to record cases.

2016 – Present **Course Design Institute (CDI)**

CDI is an intensive, week-long workshop for faculty to design new courses that promote transformative learning and equitable learning environments. I serve as program lead, which means I am responsible for successfully executing all program components. My responsibilities include serving as lead presenter, designing activities, planning and delivering interactive lectures, facilitating learning teams, providing feedback to participating faculty on their course designs in progress, consulting individually with faculty, developing and disseminating assessments, analyzing assessment results, and coordinating with CTE administrative staff on program scheduling and logistics. In 2022,

I spearheaded a program-wide redesign to align CDI with the CTE's equity and justice values. I overhauled the facilitator guide, created a framework of principles for equitable course design, developed a facilitator training session, and updated all session slides and handouts.

2018 – Present **Graduate Student PhD Plus Interns and Liaisons**

In collaboration with UVA's PhD Plus professional development program, I recruited and selected graduate student applicants to serve as liaisons between the CTE and their home departments. I developed and facilitated training for graduate liaisons to design discipline-specific, research-based teaching workshops for their peers. I provided feedback on liaisons' workshops throughout the development process (17 workshops over the course of two academic years). I mentor Interns in educational program design, workshop facilitation, survey design, program assessment, and other educational development skills. I connect interns to resources and people within the POD Network, review interns' job application materials, and support the entry of Interns into professional educational development roles.

2016 – Present **Consultation Services**

I manage all teaching consultation requests from UVA instructors (approximately 150 per academic year) and assign them to CTE consultants. I train and advise approximately 17 faculty, graduate student, and undergraduate consultants developing coaching skills and conducting one-on-one consultations, class observations, and student focus groups (called ESPs). I created online consultation protocols in response to COVID-19 pandemic. I created a hybrid synchronous/asynchronous online training program in response to COVID-19 pandemic. I redesigned protocols for ESPs to account for the purposes, limitations, risks, and benefits to faculty and to students, in accordance with CTE's equity and justice values.

2016 – Present **Tomorrow's Professors Today (TPT)**

I manage all elements of a graduate student professional development certificate program. In 2018, I redesigned the program to triple the capacity for participants and create introductory and advanced tiers of practice. I plan and facilitate twice-yearly orientations and evaluate participant e-portfolios. I design and facilitate workshops for participants and recruit internal and external workshop facilitators. I train advanced graduate students to facilitate cohorts of the c³Design course design seminar and oversee their progress. I designed and refined a workshop on Inclusive and Equitable teaching required of all TPT participants.

2018 – Present **CDI 2.X**

CDI 2.x is a collection of advanced practice workshops for instructors who have previously designed a course in CDI. I designed a day-long workshop on Specifications Grading and offered it in 2018 and 2019. In the workshop, I defined specifications grading and showed examples to participants; discussed the history of traditional grades, the problems they pose, and the ways that alternative grading address those problems; and created and facilitated activities for participants to design a specifications grading scheme for their own course, and an assignment with a sign-level rubric of evaluation criteria.

- 2020 **Religion, Race, and Democracy: Teaching for Equity and Social Justice**
I co-designed a week-long institute on cultivating equitable learning environments, anti-racist pedagogy, and fostering critical reflection and productive dialogues on controversial topics. I facilitated a segment on integrating anti-racist and equity foci into course goals and objectives. I supported a learning team of participants and provide feedback on their course design materials.
- 2017 – 2019 **New Faculty Orientation**
I co-facilitated lunch session designed to introduce new faculty to current undergraduate students and UVA’s student culture, and to generate enthusiasm and support for student-faculty partnerships in teaching and learning.
- 2016 – 2019 **Ignite**
I co-facilitated cohorts of a learning community for new faculty. My responsibilities included developing session content and plans, providing feedback on participants’ work, and facilitating bi-weekly meetings and a summer retreat.
- 2022 – Present **Touchstones**
I created an informal reading group series to feature UVA faculty members and the pedagogical texts that have inspired them and shaped their practice. I developed the program concept and description, selected presenters, and facilitated conversation between featured faculty and participants.
- 2016 – Present **Workshops and Consultations**
I consult with faculty and graduate students about teaching, learning, and professional development; develop and facilitate departmental and university-wide workshops; and select, invite and host outside speakers.
- 2017 – Present **Staff Development**
I hire, train, and mentor Faculty, Graduate, and Undergraduate teaching consultants, CTE Graduate Student Associates, and PhD Plus Interns.

Courses Designed and Taught

UNST 8130: Philosophies of Teaching and Learning in Higher Education (Fall 2021, Fall 2022)

ENGL 2507: Identity, Race, and Religion in Renaissance Drama (Spring 2021)

ENLT 2524: Identity, Selfhood, and Otherness in Renaissance Drama (Spring 2019, Spring 2020)

ENLT 2524: Women in Drama (Spring 2018)

Lecturer, The Writing Program, University of Southern California, 2015-2016

Educational Development Responsibilities

2016 **New Faculty Orientation Committee**

Re-design two-week orientation seminar for new faculty in the writing program using backward and integrated design process

Courses Designed and Taught

Writ 150: Writing and Critical Reasoning - Education and Intellectual Development Thematic

Director of First-Year Writing, Department of English, UVA, 2014-2015

Educational Development Responsibilities

2014 – 2015 **Graduate Instructor Support**

Design and facilitate training workshops for new instructors of writing courses; observe new instructors' classes and conduct follow-up consultations; lead mentoring groups; participate in

2014 – 2015 **Writing Program Administration**

Participate in writing program curriculum re-design process; curate resource library for writing instructors

Instructor of Record, Department of English University of Virginia, 2010-2014

Courses Designed and Taught

ENLT 2524: Women in Drama (Fall 2012, Spring 2014)

ENWR 1510: Accelerated Academic Writing: Debates in/about Higher Education (Spring 2014)

ENWR 1510: Accelerated Academic Writing: Costumes, Clothing, and Culture (2010-2012)

Graduate Teaching Assistant, Department of English, University of Virginia 2009-2013

Courses Supported

Summer Transition Program (2013)

History of Literatures in English I: Medieval and Renaissance (Fall 2009, Fall 2013)

Shakespeare I: Histories and Comedies (Fall 2011)

Academic and Professional Writing (Spring 2010)

PUBLICATIONS

Peer-Reviewed

2022 Streifer, A. C. and Palmer, M. S. "Students' Perceptions of Specifications Grading," (Manuscript in progress)

2022 Streifer, A. C., Wheeler, L. B. and Gravett, E. O. "Students' Perceptions of Faculty Race and Gender," (Manuscript in progress)

2021 Streifer, A. C., and Palmer, M. S. Is Specifications Grading Right for Me?: A Readiness Assessment to Help Instructors Decide, *College Teaching*.

- 2019 Streifer, A. C., Gravett, E. O. and Taggart, J., Student Perceptions of Instructors as Growing Learners: Implications for Educational Development. *Journal of Faculty Development*. September 2019.
- 2016 Palmer, M. S., Streifer, A. C. and Williams-Duncan, S. Systematic Assessment of a High-Impact Course Design Institute. *To Improve the Academy*, 35: 339–361.
- 2014 Palmer, M. S., Bach, D. J. and Streifer, A. C. Measuring the Promise: A Learning-Focused Syllabus Rubric. *To Improve the Academy*, 33: 14–36.

Other

- 2020 Streifer, A. C. and Palmer, M. S. “Alternative Grading: Practices to Support Both Equity and Learning.” (2020, Dec. 4) Retrieved from <https://cte.virginia.edu/blog/2020/12/04/alternative-grading-practices-support-both-equity-and-learning>
- 2018 Streifer, A. C. Jewish Renegades and Renegade Jews in Robert Daborne’s *A Christian Turned Turk*. *European Judaism*, 51.2: 3-35.

CONFERENCE PRESENTATIONS

- 2023 “15,925,248 Ways Grading Practices Can Support Deep Learning and Resilience” – With Michael Palmer, UVA Innovations in Pedagogy Summit, Charlottesville, VA
- 2023 “15,925,248 Ways to Improve the Equity of Grading Schemes,” with M. Palmer. Virginia Tech’s Conference on Higher Education Pedagogy, Blacksburg, VA
- 2022 “15,90000 to Improve the Equity of Grading Schemes,” with M. Palmer. POD Network in Higher Education, Seattle, WA.
- 2022 “A CDI Facilitator Training to Support Equity and Justice,” with R. Buckelew. POD Network in Higher Education, Seattle, WA
- 2021 “Students’ Perceptions of Instructors’ Race and Gender,” with L. Wheeler and E. Gravett. POD Network in Higher Education, Virtual Conference.
- 2021 “Researching the Resilient CDI: Pandemic Lessons and Opportunities” with E. Kaldor, M. Kane, M. Vecchione, K. Fournier, and C. Moore. POD Network in Higher Education, Virtual Conference.
- 2020 “Equity, Decoloniality, and Social Justice: Learning in Dialogue with South African Colleagues.” Plenary presentation with D. Bach, C. Moore, E. Dickens, C. McEniry, B. Sibanda, and M. Joubert. POD Network in Higher Education, Virtual Conference.
- 2019 “Tomorrow’s Professors Today: A Multi-tiered, Scalable Teaching Certificate Program.” POD Network in Higher Education, Pittsburgh, PA.

- 2019 "Specifications Grading: A Strategy for Inclusive, Meaningful, Transparent Assessment." With M. Palmer and D. Bach. The Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA.
- 2018 "Specifications Grading: Developing Strategies for Inclusive, Meaningful, Transparent Assessment Practices." With D. Bach and M. Palmer. POD Network in Higher Education, Portland, OR.
- 2018 "Reclaiming the Power of Consultations for Institutional Change." With D. Bach. International Consortium for Educational Development (ICED) Conference, Atlanta, GA.
- 2017 "Who's Impacting Whom? Engaging Undergraduate Student Consultants in Educational Development." With D. Bach and S. Abbott. POD Network in Higher Education, Montreal, Canada.
- 2017 "Jewish Renegades and Renegade Jews in Robert Daborne's *A Christian Turned Turk*." Shakespeare and The Jews: An International Conference, UCL, London, United Kingdom.
- 2016 "Building Community to Support New and Future Faculty." With E. Luoma. POD Network in Higher Education, Louisville, KY.
- 2015 "Systemic Assessment of a High-Impact Course Design Institute." With M. Palmer and S. Williams-Duncan. POD Network in Higher Education, San Francisco, CA.
- 2015 "Measuring the Promise: Assessing Syllabi Using a Valid and Reliable Rubric." With M. Palmer and D. Bach, The Conference on Higher Education Pedagogy, Virginia Tech University, Blacksburg, VA.
- 2014 "Measuring the Promise: Assessing Syllabi Using a Valid & Reliable Rubric." With M. Palmer, POD Network in Higher Education Conference, Dallas, TX.
- 2013 "Measuring the Promise in Learning-Centered Syllabi." With M. Palmer and D. Bach, POD Network in Higher Education Conference, Pittsburgh, PA.
- 2013 "'These are the blessings promised to the Jews': Material Goods and Universal 'Jewishness' in *The Jew of Malta*." International Marlowe Society, Staunton, VA.
- 2013 "'This is kind I offer': Boundaries, Tolerance, and the Jewish Kind in *The Merchant of Venice*." Shakespeare Association of America, Toronto, Canada.
- 2012 "'These are the blessings promised to the Jews': Material Goods, Jewishness, and Identity in *The Jew of Malta*." Shakespeare Association of America, Boston, MA.
- 2011 "Marlowe's Jewish Aesthetics: Commercial, Spiritual, and Theatrical Selfhood in *The Jew of Malta*." South Central Modern Language Association, Hot Springs, AR.
- 2011 "Staging the Mind: Defining Social Responsibility through Psychological Interiority in *Henry V* and *Julius Caesar*." California State University Shakespeare Symposium, Turlock, CA.

- 2010 "How to 'right conseave': Reimagining Moral Discourse in Mary Wroth's *Pamphilia to Amphilanthus*." International Medieval Congress, Kalamazoo, MI.
- 2010 "'The Coming Beast': Art, (D)evolution, and the Future of Masculinity in *The Time Machine*." University of Virginia English Graduate Conference, Charlottesville, VA.
- 2009 "'Our Hearts You See Not': The Clash of Psychological Interiority and Public Responsibility in *Henry V* and *Julius Caesar*." British Graduate Shakespeare Conference, Stratford-upon-Avon, United Kingdom.

INVITED WORKSHOPS & PRESENTATIONS

- 2023 "15,925,248 Ways to Improve the Equity of Grading Schemes" and "Specifications Grading" Hamilton College, Clinton, NY
- 2022 "15,925,248 Ways to Improve the Equity of Grading Schemes" Berea College, KY
- 2022 "Grading for Racial Equity"
Towards an Abundant Education: A Symposium on Race and Education, Berea College, Berea, KY
- 2021 Careers in Academic Administration: Invited panel participant
Department of English, UVA
- 2020 Presentation and Workshop on Classroom Observation Strategies
Writing Program, Department of English, UVA
- 2020 Anti-Racist Pedagogy
Medieval Colloquium, UVA
- 2019 Roundtable Discussion on Specifications Grading, with M. Palmer
Batten School of Leadership and Public Policy, UVA
- 2018 "Enhancing Student Learning through Metacognition", with E. Dickens
Bridgewater College, Bridgewater, VA
- 2018 "Reimagining Teaching and Learning though Student-Faculty Partnerships," with D. Bach
James Madison University, Harrisonburg, VA

WORKSHOPS and SEMINARS

Assistant Director, Center for Teaching Excellence, University of Virginia

- 2023 *Introduction to Inclusive and Equitable Teaching*, with L. Mandeltort
Writing Reflective Teaching Statements

- 2022 *Introduction to Equitable and Inclusive Pedagogy: Principles and Frameworks for Classroom Implementation*
Writing Reflective Teaching Statements
CDI 2.X: 15,925,248 Ways to Improve the Equity of Grading Schemes
CDI 2.X: Specifications Grading
- 2021 *Writing Reflective Teaching Statements*, with J. Taggart
- 2020 *Writing Reflective Teaching Statements*
Reimagining Student Engagement in an Online Environment, with E. Dickens and L. Mandeltort
Teaching Continuity for Discussion-based Courses, with E. Dickens
Maximizing Your TA Experience: Power, Difference, and Optimism, with L. Mandeltort
CDI 2.X: Specifications Grading, with M. Palmer
Introduction to Inclusive and Equitable Teaching
- 2019 *Understanding and Implementing Equitable Teaching Practices*, with S. Nadri and A. Jeffress
CDI 2.X: Specifications Grading, with M. Palmer
Writing Reflective Teaching Statements, with L. Wheeler
- 2018 *Letting go of Perfectionism: How to Worry Less about Teaching and Enjoy Your Time with Students More*, with D. Bach
Effectively Communicating Your Work as a Teacher for Renewal and P&T, with E. Dickens
Writing Reflective Teaching Statements, with L. Wheeler
Enhancing Student Learning Through Metacognition, with E. Dickens
Metacognitive Strategies in the Classroom, with E. Dickens, UVA School of Nursing
Teaching for Learning: Empowering Students to Succeed, with E. Dickens and L. Wheeler (TAGS Plenary Lecture)
- 2017 *Articulating Goals and Aligning Assessments in Music Performance Courses*, with E. Dickens, UVA Department of Music
Providing Effective Feedback and Grading Student Work, with E. Dickens
Building Students' Metacognitive Skills for More Effective Learning, with E. Dickens
Promoting Significant Learning Through Intentional Design, with E. Dickens
Writing Reflective Teaching Statements, with L. Wheeler
- 2016 *Reflective Teaching Statements: Effectively Articulating Your Teaching Philosophy*, with L. Wheeler

Director of First-Year Writing, Department of English, University of Virginia

- 2014 – 2015 Designing Writing Assignments
 Reading in the Service of Student Writing
 Creating Scaffolding Activities
 Grading and Evaluation
 Situating Student Writing in Academic Conversations

Graduate Student Associate, Center for Teaching Excellence, University of Virginia

- 2015 Developing Learning-Centered Syllabi (and Courses)
- 2012 – 2013 Teaching the First Days of Class
 Troubleshooting Teaching Challenges
 Leading Effective Discussions
 Balancing Teaching, Research, and Life as a Graduate Student
- 2011 Foundations of Scholarly Teaching Seminar

SERVICE ACTIVITIES

POD Network in Higher Education

- 2023 Member: Lowering Financial Barriers Working Group
- 2023 Member: Executive Director Search Committee
- 2022 – Present Member: Core Committee (Board of Directors)
- 2022 – Present Chair: Awards Committee
- 2022 Member: Conference COVID Policies Working Group
- 2020 – Present Chair: Innovation Award Selection Committee
- 2019 – 2020 Birds of a Feather Session Coordinator
- 2018 – Present Reviewer: Conference Proposals
- 2017 – 2020 Member: Innovation Award Selection Committee
- 2017 – 2020 Co-chair: Diversity and Outreach Working Group, Graduate student, Professional student, and Postdoctoral scholar Development Special Interest Group (GPPD SIG)
- 2017 Facilitator: Birds of a Feather Session on Graduate Student Professional Development
- 2016 – 2017 Member: Graduate student, Professional student, and Postdoctoral scholar Development SIG (GPPD SIG)

Assistant Professor, General Faculty, University of Virginia

- 2019 – Present Member, ex-officio: Pedagogy Committee, The Writing Program
- 2019 – Present Member, Graduate Teaching Awards Committee
- 2018 – Present Reviewer: Proposals for the Innovation in Pedagogy Summit
- 2018 Participant: Leadership in Academic Matters (semester-long program)
- 2017 – Present Member: University Seminar Selection Committee
- 2017 – Present Member: QEP Oversight Committee on Creating an Institutional Culture of Writing
- 2017 – Present Member: Professional Development Sub-committee to the QEP Oversight Committee

Manuscript Reviewer

- 2020 – Present *College Teaching* (Consulting Editor)
- 2020 – Present *Journal of Faculty Development*
- 2019 – Present *To Improve the Academy*
- 2018 *Innovative Higher Education*

University of Southern California

- 2016 Member: Writing Program New Faculty Orientation Committee
- 2015 – 2016 Member: Dornsife College Faculty Council, Non-Tenure-Track Caucus
- 2015 – 2016 Member: Writing Program Mentoring Committee

PhD Candidate, Department of English, University of Virginia

- 2014 – 2015 Member: Undergraduate Writing Competency Assessment Committee
- 2014 – 2015 ABD Representative, Graduate English Student Association (GESA)
- 2013 – 2014 Member: Graduate Advisory Board, Institute for Humanities and Global Cultures (IHGC)
- 2013 Organizer, IHGC GABfest Conference Panel – “MOOCs”
- 2012 Organizer and Participant, GESA Professional Development Panel Series, Conferences
- 2009 – 2010 Member: GESA Conference Budget Committee

AWARDS, HONORS, AND FELLOWSHIPS

- 2015 Information Literacy Course Enhancement Grant, USC Libraries
- 2014 POD Innovation Award, with M. Palmer and D. Bach
- 2014 UVA Department of English Graduate Teaching Award
- 2013 POD Network Graduate and Professional Student Development Committee Conference Attendance Grant
- 2012-2015 UVA Rachel Winer Manin Award for Graduate Fellows of Jewish Studies
- 2012 UVA Graduate School of Arts and Sciences and Vice President for Research Arts, Humanities, and Social Sciences Summer Research Fellowship
- 2008-2013 Presidential Fellowship, UVA

PROFESSIONAL MEMBERSHIPS

POD Network in Higher Education