

# SOPHIA ABBOT

[REDACTED] | 718.930.1546 | sophiaeabbot@gmail.com

## EDUCATION

George Mason University

**Ph.D. in Education, concentrated in Higher Education**

**expected 2024**

Elon University

**M.A. in Higher Education**

**2020**

Capstone: "Engaging Students in Student Perceptions of Teaching"

Bryn Mawr College

**B.A. in Educational Identity and Empowering Pedagogy** *magna cum laude*

**2015**

Honors Thesis: "Connection-Making: Interdisciplinarity, Community, and Identity in 360° Course Clusters"

## PROFESSIONAL EXPERIENCE

Higher Education Program, George Mason University, Fairfax, VA

**Graduate Research Assistant**

**August 2020—Present**

- Study the teaching of History of Higher Education graduate courses: develop interview protocols and surveys, interview graduate students, survey instructors, and analyze student assessments and syllabi.
- Design and build an Open Educational Resource (OER) website for primary documents in the history of higher education in America.
- Teach students to use Google Sites to create asynchronous learning activities based on primary historical sources.
- Mentor and supervise three undergraduate research assistants.

Center for Engaged Learning, Elon University, Elon, NC

**Graduate Apprentice**

**August 2018 – May 2020**

- Develop resources on High Impact Practices (service-learning and capstone experiences): synthesize literature, assess model programs in these areas, interview experts, and develop web resources on these topics.
- Write for CEL Blog on student-faculty partnership, peer tutoring, mentoring, epistemic power, and their intersections (see "Public Scholarship" below for details)
- Schedule and conduct interviews with scholars on mentoring undergraduate research, threshold concepts, and residential learning communities; develop cuts for succinct videos on various sub-topics; and review edits and authorize publication as web resources.
- Develop and lead the annual student seminar, develop outreach and assessment plans for seminars, plan 1-hr sessions, facilitate meetings.
- Facilitate reading groups on student-faculty pedagogical partnerships

Center for the Advancement of Teaching and Learning, Elon University, Elon, NC

**Intern**

**February 2020 – May 2020**

- Research best practices in assessment in educational development, conduct informational interviews with leaders in educational development assessment, and prepare an annotated bibliography as a resource for CATL.
- Analyze the CATL's current assessment practices and develop a new 5-year assessment plan.

Collaborative for Learning and Teaching, Trinity University, San Antonio, TX

**Fellow for Collaborative Programs**

**June 2016 – July 2018**

- Launched and led a student-faculty pedagogical partnership and consultation program
- Facilitated pedagogy workshops and organized teaching and mentoring speaker series
- Consulted with faculty on teaching and student feedback
- Contributed to scholarship on teaching, learning, and partnership
- Developed the center assessment plan, and carried out yearly programmatic assessment
- Assisted planning of yearly New Faculty Orientation and facilitated pedagogy workshops in NFO.

Collaborative for Learning and Teaching, Trinity University, San Antonio, TX

**Post-Bac Fellow for Student-Faculty Collaboration**

**August 2015 – June 2016**

- Researched student engagement through collaboration with faculty on campus
- Designed events and workshops to facilitate student-faculty dialogue on teaching & learning
- Wrote blog posts on student engagement
- Researched and developed resources for First-Year Experience undergraduate peer tutors

## TEACHING EXPERIENCE

Women, Gender and Society Studies, Elon University, Elon, NC

**WGSS 110**, an introductory undergraduate course

**Fall 2019**

## RESEARCH EXPERIENCE

StoryCORE, Bryn Mawr College, Bryn Mawr, PA

**Facilitator and Researcher**

**January 2014 – May 2015**

- Facilitated weekly focus groups on students' identity and Bryn Mawr College
- Conducted semester-long research on findings
- Presented to college administrators and faculty, and co-wrote a final report on findings

Bryn Mawr College Office of Institutional Research, Bryn Mawr, PA

**Researcher and Writer**

**May 2014 – July 2014**

- Facilitated focus groups and conducted phone interviews on retention and belonging
- Analyzed data, and wrote a summary of analysis for college administration

Teaching and Learning Institute, Bryn Mawr College, Bryn Mawr, PA

**Researcher, Writer, and Editor**

**May 2013 – August 2013**

- Led four independent research projects on a course cluster program
- Conducted analysis of semester consulting practice
- Interviewed students and analyzed their feedback
- Reviewed and edited manuscripts of three articles for Dr. Alison Cook-Sather and one book for Drs Cook-Sather, Catherine Bovill, and Peter Felten.

## CONSULTATION EXPERIENCE

Pennsylvania Consortium of Liberal Arts Colleges, Bryn Mawr, PA, USA

**Grant Implementer**

**July 2016 – May 2017**

- Developed fall and spring half-day workshops on engaging students as partners for PCLA institutions
- Organized and ran a 2-day conference on student-faculty pedagogic partnership at Lafayette College
- Developed and maintained website about student-faculty pedagogic partnership and grant

Center for Teaching Excellence, University of Virginia, Charlotte, VA, USA

**External Consultant**

**February 2016 – May 2016**

- Consulted on process of hiring undergraduate student consultants into the CTE (Co-Create)
- Co-planned and facilitated 1-day training for undergraduate student consultants
- Collaborated on case study of the program (see publications)

Teaching and Learning Institute, Bryn Mawr College, Bryn Mawr, PA, USA

**Program Facilitator**

**January 2015 – May 2015**

- Facilitated weekly meetings for ten fellow consultants in *Students as Learners and Teachers* program.

**Student Consultant**

**September 2012 – May 2015**

- Conducted regular classroom observations for seven faculty over three years
- Consulted with faculty on student participation, and assignment and course design
- Collected and organized student course feedback
- Assisted in the development of three new courses and once course revision

## PEER-REVIEWED PUBLICATIONS

### BOOKS

Mercer-Mapstone, L. & **Abbot, S.** (Eds.) (2020). *The Power of Partnership: Students, Staff, and Faculty Revolutionizing Higher Education*. CEL Open Access Book Series. doi.org/10.36284/celelon.0a2

### BOOK CHAPTERS

Moore, J., with **Abbot, S.**, Bellwoar, H., & Watts, F. (2020). Mentoring: Partnering with All Undergraduate Researchers in Writing. In D. DelliCarpini, J. Fishman, & J. Greer (Eds.), *Naylor Report on Undergraduate Research*. Parlor Press.

**Abbot, S.**, Bellwoar, H., & Hall, E. E. (2020). The Importance of Reciprocity in Mentoring: Benefits and Challenges. In D. DelliCarpini, J. Fishman, & J. Greer (Eds.), *Naylor Report on Undergraduate Research*. Parlor Press.

**Abbot, S.** & Gravett, E. O. (2018). Querying the P(hD)ath to educational development in higher education. In C. Bossu & N. Brown (Eds.), *Professional and Support Staff in Higher Education*. Springer.

#### REFEREED ARTICLES

Chick, Ostrowdun, **Abbot**, Mercer-Mapstone, & Grensavitch. (under review). Naming is power: Citation practices in SoTL.

**Abbot, S.** & Cook-Sather, A. (2020). The productive potential of pedagogical disagreements in classroom-focused student-staff partnerships. *Higher Education Research and Development*.

Cook-Sather, A., **Abbot, S.**, & Felten, P. (2019). Legitimizing reflective writing in SoTL: 'Dysfunctional Illusions of Rigor' revisited. *Teaching & Learning Inquiry*, 7(2).

Doktor, S., Bach, D., **Abbot, S.**, Hardin, J. (2019). At the threshold: A case study of a partnership between a student organization and an educational development center. *International Journal for Students as Partners*, 3(1).

Felten, P., **Abbot, S.**, Kirkwood, J., Long, A., Lubicz-Nawrocka, T., Mercer-Mapstone, L., Verwoord, R. (2019). Reimagining the place of students in academic development. *International Journal of Academic Development*, 24(2), 192-203.

**Abbot, S.**, Jumonville Graf, A., & Chatfield, B. (2018). Listening to undergraduate peer tutors: Roles, relationships, and challenges. *International Journal for Teaching and Learning in Higher Education*, 30(2).

Mercer-Mapstone, L., Dvorakova, L.S., Matthews, K.E., **Abbot, S.**, Cheng, B., Felten, P., Knorr, K., Marquis, E., Shamas, R., & Swaim, K. (2017). A systematic literature review of students as partners in higher education. *International Journal for Students as Partners*, 1(1).

Cook-Sather, A. & **Abbot, S.** (2016). Translating partnerships: How faculty-student collaboration in explorations of teaching and learning can create transformed perceptions, terms, and selves. *Teaching & Learning Inquiry*, 4(2).

**Abbot, S.**, Cook-Sather, A., & Hein, C. (2014). Mapping classroom interactions: A spatial approach to analyzing patterns of student participation. *To Improve the Academy*, 33(2), 131-152.

**Abbot, S.** (2013). Understanding privilege. *Teaching and Learning Together in Higher Education*, 9th Issue.

Hein, C. & **Abbot, S.** (2013). Facilitating threshold moments in innovative 360° course clusters. *Teaching and Learning Together in Higher Education*, 9th Issue

**BOOK REVIEWS**

**Abbot, S.** (2017). Review of the book: Teaching to Transgress: Education as the Practice of Freedom, by hooks, b. *International Journal for Students as Partners*, 1(2).

**INVITED SPEAKING ENGAGEMENTS**

National Student Engagement Programme, Ireland

*Empowerment and Partnership in Student Engagement*

**Plenary Speaker** with Lucy Mercer-Mapstone

**November 2020**

“Provocative Partnership: Interrogating Power in Student Engagement through Student-Staff Partnership”

Center for Teaching and Learning, Amherst University, Amherst, MA, USA

*Pedagogical Partners Training*

**Guest Speaker**

**November 2020**

Kennesaw State University, Atlanta, GA, USA

*ROTL Summit*

**Featured Presenter**

**October 2019**

“Student-Faculty Partnerships for an Equitable and Inclusive SoTL”

St. Mary’s College of Maryland, St. Mary’s City, MD, USA

*Inclusive & Innovative Instruction Conference*

**Keynote Speaker**

**August 2019**

“Engaging Students as Partners in a New Higher Education”

Brown University, Providence, RI, USA

*Opening the Curriculum Conference*

**Workshop Facilitator** with Peter Felten

**May 2019**

“Learning Through Teaching: Students as Partners”

Faculty Innovation Center, University of Texas, Austin, TX, USA

**Workshop Facilitator**

**May 2018**

“Student-Faculty Partnerships for Equity in Teaching and Learning”

Center for Academic Development, Victoria University, Wellington, New Zealand

**Workshop Facilitator**

**July 2017**

“Student-Staff Partnership in Course Design”

MEIITL, McMaster University, Hamilton, ON, Canada

*Summer Institute on Students as Partners*

**Workshop Facilitator** of two 2-day workshops with Cathy Bovill, & Lucy Mercer-Mapstone

**May 2017**

“Students as Partners in Teaching, Learning, and Assessment” and “Students as Partners in Curriculum Design and Pedagogic Consultancy”

CRLT, University of Michigan, Ann Arbor, MI, USA

**Invited Speaker** with Peter Felten

**February 2017**

“Students as Partners in Redesigning Foundational Courses”

MEIITL, McMaster University, Hamilton, ON, Canada

*Summer Institute on Students as Partners*

**Workshop Facilitator** of two 2-day workshops with Peter Felten & Kelly Swaim

**May 2016**

“Students as Partners in Teaching, Learning, and Assessment” and “Students as Partners in Curriculum Design and Pedagogic Consultancy”

## Presentations

“Graduate Students Learning and Teaching History through Asynchronous Activities”

Abbot, Schrum, & Catalano; Virtual

**Feb. 3-5, 2021**

*Conference on Higher Education Pedagogy*

“Developing strong faculty-student relationships to support learning and belonging”

Felten, **Abbot**, Artze-Vega, & Lambert; Virtual

**Nov. 10-13, 2020**

*POD Conference*

“Looking Inward, Thinking Forward: Models and Tools for Center Evaluation”

**Nov. 10-13, 2020**

Collins-Brown, Little, Bitting, **Abbot**, Morrison, & Pollard; Virtual

*POD Conference*

“Scaling up and Trickleing out Access to Students as Partners Pedagogy”

**Oct. 9-12, 2019**

**Abbot** & Kupatadze; Atlanta, GA

*International Society for the Scholarship of Teaching and Learning Conference*

“Naming is Power: Citation Practices in SOTL”

**Oct. 9-12, 2019**

Grensavitch, Ostrowski, **Abbot** & Chick; Atlanta, GA

*International Society for the Scholarship of Teaching and Learning Conference*

Pre-Conference Workshop: “International Perspectives on Engaging Students in SoTL”

Mercer-Mapstone, Ostrowski, Taylor & **Abbot**; Bergen, Norway

**Oct. 24-27, 2018**

*International Society for the Scholarship of Teaching and Learning Conference*

“Partnering in SoTL to Foster a Culture that Learns”

**Abbot**, Mercer-Mapstone & Cook-Sather; Bergen, Norway

**Oct. 24-27, 2018**

*International Society for the Scholarship of Teaching and Learning Conference*

- “Partnering with Students to Design, Assess, and Improve Gateway Courses” **Mar. 25-27, 2018**  
 Felten, **Abbot**, & Gutierrez; Houston, TX  
*Gardner Gateway Course Experience Conference*
- “Academic Citizenship Reimagined: Co-Creating Higher Education” **Jan. 23-26, 2018**  
 Bach, Cook-Sather, **Abbot**, Hardin, & Ntem; Washington, D.C.  
*Association of American Colleges and Universities Conference*
- “Who's Impacting Whom? Engaging Undergraduate Student Consultants in Educational Development”  
**Abbot**, Bach, & Streifer; Montreal, QC, Canada **Oct. 25-29, 2017**  
*POD Conference*
- “When Experience Comes First: Creating Post-Baccalaureate Pathways to Educational Development”  
 Bahti & **Abbot**; Montreal, QC, Canada **Oct. 25-29, 2017**  
*POD Conference*
- “First-Year Student Perspectives on SoTL Ethics Revisited: What Now?” **Oct. 11-14, 2017**  
**Abbot\***, Bunnell, Felten, Marquis, & Matthews; Calgary, AB, Canada  
*International Society for the Scholarship of Teaching & Learning Conference*  
 \*Non-presenting author
- “Social Media Strategies for SoTL” **Oct. 11-14, 2017**  
 Chaudhury, Edwards, Friberg, **Abbot\***, & Draeger; Calgary, AB, Canada  
*International Society for the Scholarship of Teaching & Learning Conference*  
 \*Non-presenting author
- “Bridging the Gap: Involving Undergraduate Students in the Work of Faculty Development”  
**Abbot** & Gutierrez; Halifax, NS, Canada **June 20-23, 2017**  
*Society for Teaching and Learning in Higher Education Conference*
- “Beyond Partnership: Translating the Skills of Pedagogic Consultation Post-Graduation” **May 25-26, 2017**  
**Abbot** & Bahti; Lafayette, PA  
*PCLA Pedagogic Partnership Conference*
- “International Student Perspectives on the Ethics of SoTL Research” **Oct. 12-15, 2016**  
 Bunnell, Felten, Marquis, Matthews, & **Abbot**; Los Angeles, CA  
*International Society for the Scholarship of Teaching & Learning Conference*
- “Exploring Students as Partners across Countries and Contexts through a Systematic Literature Review Conducted by Students and Staff” **Oct. 12-15, 2016**  
 Dvorakova, Felten, Marquis, Matthews, Mercer-Mapstone, & **Abbot**; Los Angeles, CA  
*International Society for the Scholarship of Teaching & Learning Conference*

“Risk-Full Thinking: Student Vulnerability and Risk-Taking in the Classroom”

**Abbot**; London, ON, Canada

**June 21-24, 2016**

Presented at the *Society for Teaching and Learning in Higher Education* Conference

“Bryn Mawr’s 360° Program”

Ross, Theobald, & **Abbot**; Haverford, PA

**June 12-15, 2014**

*Friends Association for Higher Education* Conference

“Crafting Sustainable Teaching Practices”

Cohen, Dalke, **Abbot** & Peng; Lawrence, KA

**May 28-June 1, 2013**

*Association for the Study of Literature and the Environment* Conference

“The Pedagogy of Silence”

Dalke, **Abbot**, Gladwin, & Maitre; Philadelphia, PA

**March 16, 2013**

*University of Pennsylvania French and Italian Graduate Society* Conference

## PUBLIC SCHOLARSHIP

Abbot, S., & Shirley, C. (2020, November 4). Engaging Students as Partners in Teaching and Learning: A retrospective [Blog Post]. <https://www.centerforengagedlearning.org/engaging-students-as-partners-in-learning-and-teaching-a-retrospective/>

Abbot, S., & Stein, G. (2020, September 7). Ask your students: The value of student input on online course design [Blog Post]. <https://www.centerforengagedlearning.org/ask-your-students-the-value-of-student-input-on-online-course-design>

Abbot, S. & Kinchen, J. (2020, September 1). Developing a peer academic support network, online. [Blog Post]. Study Kit; Medium.com <https://medium.com/study-kit/developing-an-peer-academic-support-network-online-ddf6d6096279>

Abbot, S. (2020, May 26). The Power of Partnership, Section Three: Growing Partnership. [Blog Post]. <https://www.centerforengagedlearning.org/growing-partnership/>

Abbot, S. (2020, May 12). The Power of Partnership, Section Two: The Interstices. [Blog Post]. <https://www.centerforengagedlearning.org/interstices/>

Abbot, S. (2020, April 23). The Power of Partnership, Section One: A Series of Partnership Acts. [Blog Post]. <https://www.centerforengagedlearning.org/a-series-of-partnership-acts/>

Abbot, S. (2020, March 30). Generative Disagreements in Student-Faculty Partnerships. [Blog Post]. <https://www.centerforengagedlearning.org/generative-disagreements-in-student-faculty-partnerships/>



- Abbot, S. (2020, February 28). Power of Partnership Origins: “Now you know the rest of the story.” [Blog Post]. <https://www.centerforengagedlearning.org/power-of-partnership-origins/>
- Abbot, S. (2019, December 4). Pedagogical Partnerships Interview with Authors. [Blog Post]. <https://www.centerforengagedlearning.org/pedagogical-partnerships-interview/>
- Abbot, S. (2019, November 12). “Feminist Community Engagement.” [Blog Post]. <https://www.centerforengagedlearning.org/feminist-community-engagement>
- Abbot, S. (2019, September 24). “Legitimizing Reflective Writing in SoTL.” [Blog Post]. <https://www.centerforengagedlearning.org/legitimizing-reflective-writing-in-SoTL>
- Hall, E., Abbot, S., and Bellwoar, H. (2019, September 10). “Developing Attitudes and Habits of Mind for Mentorship.” [Blog Post]. <https://www.centerforengagedlearning.org/developing-attitudes-and-habits-of-mind-for-mentorship>
- Abbot, S. (2019, August 29). Global learning and partnership. [Blog Post]. <https://www.centerforengagedlearning.org/global-learning-and-partnership>
- Hall, E., Bellwoar, H., & Abbot, S. (2019, May 14). Salient Practices of Mentoring Undergraduate Research [in Writing]. [Blog Post]. <https://www.centerforengagedlearning.org/salient-practices-of-mentoring-undergraduate-research-in-writing>
- Abbot, S. (2019, April 10). Partnership and mentorship at scale: A matter of inclusion. [Blog Post]. <https://www.centerforengagedlearning.org/partnership-and-mentorship-at-scale-a-matter-of-inclusion/>
- Abbot, S., & Kupatadze, K. (2019, March 19). Pedagogical Partnerships: Transformational or Institutional Change? [Blog Post]. <https://www.centerforengagedlearning.org/pedagogical-partnerships-transformational-or-institutional-change/>
- Abbot, S. (2019, February 5). What We Love: Student Motivations for Engaging in SoTL [Blog post]. <https://www.centerforengagedlearning.org/what-we-love-student-motivations-for-engaging-in-sotl/>
- Abbot, S. (2019, January 10). What does SoTL have to do with students? [Blog post]. <https://www.centerforengagedlearning.org/what-does-sotl-have-to-do-with-students/>
- Abbot, S. & Kupatadze, K. (2018, December 6). Students as partners at ISSOTL 2018 [Blog post]. <https://www.centerforengagedlearning.org/students-as-partners-at-issotl-2018/>
- Abbot, S. (2018, November 28). A Continuum of Research: Assistants, Partners, and Undergraduate Researchers [Blog post]. <https://www.centerforengagedlearning.org/a-continuum-of-research-assistants-partners-and-undergraduate-researchers/>
- Abbot, S. (2018, October 30). Lessons from Peer Tutoring Towards Mentoring Undergraduate Research [Blog post]. <https://www.centerforengagedlearning.org/lessons-from-peer-tutoring-towards-mentoring-undergraduate-research/>

Abbot, S. (2018, September 27). What Happens if Disagreement in Partnership is Unevenly Experienced? [Blog post]. <https://www.centerforengagedlearning.org/what-happens-if-disagreement-in-partnership-is-unevenly-experienced/>

Abbot, S. (2018, September 11). Relationships & Positionality in Undergraduate Peer Tutoring [Blog post]. <https://www.centerforengagedlearning.org/relationships-positionality-in-undergraduate-peer-tutoring/>

## SERVICE TO PROFESSION

ISSOTL Connect Conference Organizer	<b>2020 – Present</b>
Conferences & Convenings Committee, ISSOTL	<b>2020 – Present</b>
International Journal for Academic Development Reviewer	<b>2020 – Present</b>
Teaching & Learning Inquiry Reviewer	<b>2019 – Present</b>
International Advisory Group, International Journal for Students as Partners	<b>2016 – Present</b>
International Journal for Students as Partners Reviewer	<b>2016 – Present</b>
Student Representative, ISSOTL Board of Directors	<b>2018 – 2020</b>
Advocacy and Outreach Committee, ISSOTL	<b>2016 – 2020</b>
Collected Essays on Learning and Teaching (CELT) reviewer	<b>2016 – 2018</b>
STLHE 2016 Conference Volunteer	<b>2016</b>

## PROFESSIONAL MEMBERSHIPS

Phi Kappa Phi Honor Society	<b>2020 – Present</b>
ACPA-College Student Educators International	<b>2020 – Present</b>
Association for the Study of Higher Education (ASHE)	<b>2020 – Present</b>
International Society for the Scholarship of Teaching and Learning	<b>2016 – Present</b>
POD Network	<b>2015 – Present</b>
Society for Teaching and Learning in Higher Education	<b>2016 – 2018</b>

## GRANTS & SCHOLARSHIPS

POD Network Career Development Grant	<b>2020</b>
--------------------------------------	-------------

Presidential Scholar, Elon University

**2018-2020**

Emerging Scholar's Award, ISSOTL

**2018**