

ALEXIS Y. WILLIAMS, PH.D.

PROFILE

Provide high-quality education training with creativity and empathy. Over twelve years of USM teaching, training, and educational program development. Strategic partnerships in diversity and inclusion education. Instructional specialist and coordinator for the Academic Peer Mentor Program (AMP), TLTC's first undergraduate training program for peer educators, providing course-level faculty and student collaboration for evidence-based teaching, learning, and mentorship practices.

EDUCATION

University of Maryland, College Park, MD
Doctor of Philosophy, Human Development and Quantitative Methodology August 2012
Graduate Certificate, Measurement, Statistics, and Evaluation December 2007
Bachelor of Arts, Psychology August 2001

RECENT EXPERIENCE

September 2012 – Fall 2020 University of Maryland

Lecturer – Human Development and College of Education

- Developed policy- and research-based learning objectives and corresponding learning assessments for undergraduate and graduate students and teaching/lab assistants.
- Designed student-centered collaborative and lived-experience activities, exercises, and discussions to demonstrate the developmental realities and challenges associated with the populations of interest (e.g., structural and institutional impacts on individual and family functioning). Post-degree totals: Eight distinct courses; student count: 1076.

January 2015 - August 2019 University of Maryland

Instructional Development Specialist – Teaching and Learning Transformation Center (TLTC; formerly Center for Teaching Excellence, CTE)

- Launched and scaled the undergraduate Academic Peer Mentoring Program (AMP) to train select students to support course-specific active learning efforts at UM and document their teaching-related and general professional development efforts.
- Collaborated and consulted with faculty and program staff to support advancement and tenure through effective teaching practices and documentation.
- Designed and offered Diversity & Inclusion series workshops and moderated orientation panels for international graduate teaching assistants using the Fearless Teaching Framework for equitable practices, assessment, and content selection, founded in positive classroom climate.
- Established cross-institutional educational partnerships with the Graduate School, UM Libraries, the LGBT Equity Center, Incentive Awards Program, Global Classrooms Initiative, and the Office of Student Affairs.

May 2014 – May 2015 University System of Maryland

Assistant Director – PROF-it (Professors-In-Training) Program, A division of Maryland's PROMISE AGEP (NSF's Alliance for Graduate Education and the Professoriate)

- Developed and facilitated teaching professional development seminars with expert faculty and teaching staff for STEM graduate students and postdocs within the University System of Maryland.
- Utilized a learning communities model to prepare PROF-it participants for hands-on teaching opportunities through partner learning institutions; collaborated with directors, department chairs, and coordinators at the institutions to improve programming and connect PROF-it participants with hiring departments.
- Partnered with the Faculty Development Center (UMBC), Teaching and Learning Transformation Center (UMCP), and the Center for Integration of Research, Teaching, and Learning (CIRTL) to extend seminars on pedagogy to graduate students and postdocs across campuses and online.

SELECTED SERVICE, HONORS, & RECOGNITIONS

Distinguished Guest Speaker, Symposium Judge, & Mentor, NSF's PROMISE AGEP, 2013-20

Training Presenter and Award Selection Committee, Global Classrooms Initiative, 2017-19

Staff Mentor, Incentive Awards Program, 2017-19

Defender of Diversity Award, Lesbian, Gay, Bisexual, and Transgender Staff and Faculty Association, 2018

Invited Facilitator and Steering Committee Member, Diversity Immersion Institute, College of Information Studies, 2016-18

Invited Speaker, Society of McNair Fellows Peer Mentoring Program, 2018

Task Force Member & Presenter, Lesbian, Gay, Bisexual, and Transgender Equity Center's #TransTerps Program

Invited Panelist, Conversation Series on Digital Pedagogy, African American History, Culture, & Digital Humanities (AADHum), 2017

PTK Research Faculty Representative, University Senate, 2016-17

Faculty Technology Fellow, UM College of Education, 2013-14

SOFTWARE & ONLINE TECHNOLOGIES

Qualtrics, Microsoft Office Suite, Adobe Acrobat, Google Apps for Education, Zoom, Canvas/ Blackboard Enterprise Learning Management Systems (ELMS), SIS student course scheduling software, WebEx, Kaltura, Panopto, WordPress, PollEverywhere & other polling software.

SELECT PRESENTATIONS & PUBLICATIONS

Williams, A. (2019, October). *Finding Your Nerve: Teaching Strategies to Overcome Jitters, Fears, and Self-Doubt*. Invited Plenary Speaker, Lilly Conference on Advancing Teaching and Learning, Traverse City, MI.

Williams, A. (2019, May). *Getting Started with Peer Mentorship: How to AMP Any Course*. Presentation at the annual meeting of the Lilly International Conference on Evidence-Based Teaching and Learning, Bethesda, MD.

Nkruma, L. & Williams, A. (2019, February). *Equitable and Successful Group Work*. Diversity Series Workshop for the Teaching and Learning Transformation Center, College Park, MD.

Wentzel, K. R., Tomback, R. A., Williams, A. Y., McNeish, D. (2018). Perceptions of competence, control, and belongingness over the transition to high school: A mixed-method study. *Contemporary Educational Psychology*, 56, 55-66.

Jardine, H. & Williams, A. (2018, June). *Power in Student Voice: Gathering Formative Feedback from Undergraduate Assistants*. Presentation at the annual meeting of the Lilly International Conference on Evidence-Based Teaching and Learning, Bethesda, MD.

Williams, A. (2017 & 2018). *Classroom Climate: A Great Place to Learn*. Diversity Series Workshop for the Teaching and Learning Transformation Center, College Park, MD.

Tull, R. G., Williams, A. Y., & Hester, S. S. (2015, June). An NSF AGEP Program's Unintended Effect on Broadening Participation: Transforming "Non-STEM" Graduate Students into Engineering Education Faculty, Researchers, K-12 Educators, and Advocates. *American Society for Engineering Education (ASEE)*, Paper presented at the 2015 ASEE Annual Conference. Retrieved from <https://www.asee.org/public/conferences/56/papers/12029/view>.

Williams, A.Y. (2014, May). *Allow Creativity*. Invited keynote address, Phi Delta Kappa New Teacher Recognition Ceremony, Lanham, MD.

Schmitt, K. R. B. et al. (2013). A survey tool for assessing student expectations early in a semester. *Journal of Microbiology & Biology Education*, 14(2), 255-257.