AUBREY SCHIAVONE, PH.D.

557 S. Logan St., Denver, CO 80209 · 240-997-4480

aschia@umich.edu · **LinkedIn** · **aubreyschiavone.com**

Qualitative researcher with over 10 years of experience teaching, designing, and conducting research about technology use in college contexts, and diversity, equity, inclusion and justice in higher education.

WORK EXPERIENCE

SEPTMEBER 2017-PRESENT

ASSISTANT PROFESSOR, UNIVERSITY OF DENVER

- Designed and conducted qualitative research including interview, observation, and survey methods
- Taught over 35 courses on a variety of topics including "Writing and Research," "Writing and Digital Media," and "Social Class and College Culture"
- Designed over 40 workshops for graduate student and faculty researchers covering a range of topics including "Navigating Identity in Research" "Writing for Publication," and "Designing Research Presentations"
- Strengthened relationships and communication between various university stakeholders including faculty, administrators, alumni, undergraduate, and graduate students as the Chair of the Faculty Senate Student Relations Committee
- Designed programming and advocated for low-income, first-generation, and racially minoritized students as Co-Lead of the Office of Diversity Equity and Inclusion's Opportunity Gap Working Group

AUGUST 2012-MAY 2017

GRADUATE STUDENT RESEARCHER, UNIVERSITY OF MICHIGAN

- Designed educational research both individually and collaboratively
- Conducted qualitative interviews, ethnographic observations, and survey research with first-generation college student populations
- Collected qualitative data and corpus analyses of multimedia writing in college classrooms
- Individually and collaboratively wrote, edited, and published articles, chapters, and books reporting original qualitative research findings and their impacts

AUGUST 2012-MAY 2017

GRADUATE STUDENT INSTRUCTOR, UNIVERSITY OF MICHIGAN

- Designed and taught undergraduate courses focusing on multimedia writing about such topics as "Writing and Research," "Argumentation," and "Professional Writing"
- Mentored undergraduate students as they pursued writing and research interests relevant to their academic majors and minors

EDUCATION

MAY 2017
PH.D. ENGLISH AND EDUCATION, UNIVERSITY OF MICHIGAN

MAY 2012
M.A. ENGLISH, SALISBURY UNIVERSITY

MAY 2010
B.A. ENGLISH, MOUNT ST. MARY'S UNIVERSITY

SKILLS

- Experienced in qualitative and mixed methods data collection and analysis
- Designing interview, ethnographic observation, and survey methodologies
- Composing publications and presentations of data analysis and findings
- Championing diversity, equity, inclusion, and justice with the goal of increasing accessibility of educational programs and initiatives
- Collaborating with diverse stakeholders to deliver targeted programming and services

TOOLS AND TECHNIQUES

- Semi-Structured Interviews, Ethnography, Observations, Surveys, Artifact-Prompted Interviewing, Think-Aloud Protocols, Case Studies, Inductive and Deductive Coding, Grounded Theory Analysis, Corpus Linguistics
- NVivo, Qualtrics, Survey Monkey, Dedoose, AntConc

SELECTED RESEARCH PROJECTS

Social Media Projects in a Minor in Writing Course
Informed curricular design by conducting corpus analyses of college students' social media projects

Transfer Student Study
Increased university retention and support of transfer students by conducting qualitative interviews

First-Generation College Students' Literacy Practices Across Contexts
Analyzed impacts of university programming and curriculum on first-generation college students' learning by collecting qualitative interview, ethnographic observation, and mixed method survey data

SELECTED RESEARCH AWARDS

Council of Writing Program Administrators' Graduate Research Award for "Working-Class First-Generation College Students Speaking in First-Year Writing: A Repertoire of Inclusive Praxis," 2017

WPA-GO Travel Grant Excellence Award for "Locating the 'Learner' in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer Between Academic and Non-Academic Domains?" Conference on College Composition and Communication, 2016