

## SUZANNE HAMILTON YOUNG

Yale Center for Teaching and Learning  
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### CURRENT POSITION

2017-present *Director, Graduate and Postdoctoral Teaching Development, Yale Center for Teaching and Learning*

### EDUCATION

Ph.D. University of Virginia, English Literature  
B.A. Wofford College, English and French

### ACADEMIC ADMINISTRATION

2017-present *Director, Graduate and Postdoctoral Teaching Development, Yale Center for Teaching and Learning*

- Promote excellence in graduate student teaching at Yale through workshops, consultations, and class observations and prepare graduate students for role as future faculty.
- Direct the Certificate in College Teaching Preparation for graduate students: develop and review guidelines for Certificate, provide workshops in pedagogy and technology-enhanced teaching, observe graduate student teaching and provide feedback, and advise graduate students on the job market.
- Mentor 20+ CTL Fellows; create community around teaching and collaborate with CTL Fellows to prepare workshops and support for graduate teaching fellows across departments.
- Provide teaching support and guidance for postdoctoral fellows through workshops and one-on-one consultations.
- Direct the Certificate in College Teaching Preparation for postdocs, blending existing programming with resources from CIRTL (Center for the Integration of Research, Teaching, and Learning).
- Collaborate with departments across the University on supporting graduate student teaching development in a disciplinary context, including developing discipline-specific workshops.
- Act as a CIRTL leader on campus, enhancing the University's existing pedagogy programming with CIRTL's cross-network resources (MOOCs, workshops, digital resources).
- Act as a resource on the scholarship of teaching and learning, sharing best practices and connecting programming to findings from the literature.
- Direct the Associates in Teaching program, including vetting applications with a committee, overseeing the course rollout, and supporting courses through workshops and class visits.
- Direct the Digital Education Innovation grants program, including vetting applications with a committee, creating a cohort of new grant recipients, managing individual project needs, and organizing a final showcase.
- Contribute strategic vision on grant applications and follow-up documentation; write interim and final reports on achievements of grant-funded programs.
- Supervise the work of two program staff members.
- Interview, hire, and train new CTL Fellows.
- Maintain communications portals, including CTL website, OrgSync, and weekly newsletters.
- Teach in Yale College and Yale Summer Session.

2010-2017     *Associate Director, Center for Language Study, Yale University*

- Provide support for faculty research projects; analyze needs across language departments, allocate resources, and create opportunities for teaching innovation.
- With the CLS Director, oversee the Certificate in Second Language Acquisition for graduate students: develop and review guidelines for Certificate, provide training workshops in second language pedagogy and technology-enhanced teaching, observe graduate student teaching and provide feedback, and advise graduate students on the job market.
- Mentor a CLS Graduate Fellow; work collaboratively to prepare workshops and support for graduate teaching fellows across language departments.
- With the CLS Director, develop and run the Graduate Online Language Teaching program, to provide graduate teaching fellows with practical experience using distance technology and a research-based understanding of distance teaching.
- Oversee independent language study programs for professional, graduate and undergraduate students; select candidates, identify resources, and train tutors.
- Oversee courses in language for special purposes, including a hybrid course on medical Spanish for students in the Medical School, Nursing, and Physician's Assistant Program.
- Oversee the ePortfolio initiative; train faculty, graduate students, and undergraduates to use the tool for showcasing achievements; help faculty integrate the ePortfolio into courses.
- Supervise the implementation of technology in language learning, including the use of a web-based tool for placement testing and WordPress for ePortfolios.
- Contribute strategic vision on grant applications and follow-up documentation; write interim and final reports on achievements of grant-funded programs.
- Collaborate with language departments on cross-departmental initiatives and work with peer institutions to host conferences and workshops.
- Serve on the Language Study Committee.
- Supervise the work of five program staff members.
- Interview, hire, and train new staff in language education, assessment, and technology.
- Maintain departmental website in Drupal to highlight CLS initiatives.
- Teach in Yale College and Yale Summer Session.

2005-2010     *Associate Director, Yale College Writing Center*

- With the Writing Center Director, oversee the writing requirement; work with faculty to create courses that meet standards, assess program through course evaluations, and educate students about courses.
- Develop workshops to help graduate teaching fellows incorporate writing instruction into WR courses.
- Support faculty and graduate teaching fellows through one-on-one help with course design and paper comments.
- Direct and manage the Writing Partners, a drop-in peer tutoring service. Support ESL writers; direct peer tutoring for second language writers and develop workshops for international students in Yale College.
- Assess writing progress through the Writing Center's study of college writing.
- Create and maintain support materials for faculty and students, such as *Writing at Yale*.
- Serve on the Writing Center steering committee.
- Teach in Yale College and Yale Summer Session.

2007-2009 *Course Director, English 114, English Department, Yale College*

- Mentor instructors (long-term faculty and graduate teaching fellows) in a multi-section composition course; advise on course design, assignments, and feedback to students.
- Run workshops with teaching staff to develop shared standards across sections.

2001-2005 *Head Preceptor, Harvard Expository Writing Program*

- Guide new instructors; collaborate on course materials and goals, visit classes, advise on paper comments, and discuss evaluations.
- Plan and run spring and fall group orientation sessions for new instructors.
- Plan and run fall retreat for new and returning faculty.

2002-2005 *Co-Leader for Harvard Writing Project TA Workshops*

- Develop workshops for teaching assistants across departments that focus on creating effective writing assignments and developing standards for responding to student essays.
- Support faculty as they articulate their goals for writing in the disciplines.

#### **SERVICE (YALE UNIVERSITY)**

2014-present Freshman adviser, Saybrook College

2005-present Sophomore adviser, Saybrook College

2012-present Committee member, Language Study Committee

2005-2009 Committee member, Writing Center Advisory Committee

2014-present Committee member, CIPE Spanish & Latin American Fellowships

2013-present Committee member, Yale College Admissions

#### **RESEARCH EXPERIENCE**

2008-2009 *Researcher on the Yale College Writing Center Study:* Analyze data on how Yale College students develop as writers. Perform quantitative analysis of data from online survey of 500 students and qualitative analysis of the writing of 30 participants. Use findings to guide the Writing Center's initiatives and advise faculty on WR course development.

2001-2004 *Investigator on the Harvard Writing Study:* Write profiles that investigate how students make progress in writing, based on student papers, twice-yearly interviews with 65 student participants, and analysis from previous researchers on the study.

#### **TEACHING (YALE UNIVERSITY)**

LITR S-244: Paris in the 1920s—French and American literature (Yale Study Abroad in Paris)

ENGL 114: Mind and World—interdisciplinary freshman writing course on consciousness

#### **TEACHING (HARVARD UNIVERSITY)**

Expository Writing 20, Mapping the Mind—interdisciplinary seminar on consciousness

Expository Writing 10—developmental writing

#### **TEACHING (WAKE FOREST UNIVERSITY)**

Seminar on research methods for English Education students

First-year Writing Seminar—Twentieth-Century Ideas

Survey of British Literature (1500 to present)

### **TEACHING (COLLEGE OF CHARLESTON)**

Honors English—Exploration & Imperialism from Homer to the 20<sup>th</sup> Century Literature  
Composition I & II—Year-long expository writing course

### **TEACHING (UNIVERSITY OF VIRGINIA)**

Developmental Writing & First-year composition  
Women in Literature—New Women, New Men, and Modernism  
Survey of British Literature II (1700-1900)

### **HONORS AND AWARDS**

Certificate of distinction in teaching (2002), Harvard University  
Phi Beta Kappa, Wofford College

### **LANGUAGES**

French

### **FOREIGN STUDY**

Université de Rennes, France: Junior year semester-long study abroad

### **PUBLICATIONS**

“The Role of Language Centers in the Professional Development of Non-Tenure Track Language Faculty.” Co-author with CLS Director Nelleke Van Deusen-Scholl. Forthcoming in *From Language Lab to Language Center and Beyond: The Past, Present, and Future of the Language Center*, a special volume of the International Association for Language Learning Technology.

*Writing at Yale*. Online guide to writing for Yale College students; co-written with Writing Center Director Alfred Guy. <http://www.yale.edu/bass/writing/sources/why.html>.

“The Simple Art of Detection: The Female Detective in Victorian and Contemporary Mystery Novels.” Review essay in *Modern Fiction Studies* 47:2 (Summer 2001): 448-457.

“The Unnatural Object of Modernist Aesthetics: Artifice in Woolf’s *Orlando*.” *Unmanning Modernism: Gendered Rereadings*. Eds. Shirley Peterson and Elizabeth Jane Harrison. Knoxville: U of Tennessee P, 1997.

“Between Science and the ‘New Psychology’: An Examination of H.D.’s Sociohistorical Consciousness.” In *Tulsa Studies in Women’s Literature* 14.2 (Fall 1995).

### **PRESENTATIONS**

“Reflecting on Project- and Place-based Learning for High-Impact Teaching,” Northeast Modern Language Association. Baltimore. March 23-26, 2017.

“Current Perspectives on the Professional Preparation of Graduate Teaching Assistants in Foreign Language Departments.” Panel member. Tenth International Conference on Language Teacher Education. UCLA. February 2-4, 2017.

“Language ePortfolios: Short-term Challenges and Long-term Sustainability.” New England Regional Association for Language Learning Technology. Mount Holyoke College. October 27-28, 2016.

"Place-based Learning in Study Abroad." Northeast Modern Language Association. Hartford. March 17-20, 2016.

"Writing in the Foreign Language Classroom: Lessons from L1 Composition." Northeast Modern Language Association. Toronto. April 30-May 2, 2015.

"Responsive, Flexible, and Scalable: Language Programs in the Age of Technology." Conference on Internationalization of U.S. Education in the 21<sup>st</sup> Century: The Future of International and Foreign Language Studies. Williamsburg, VA. April 11-13, 2014.

"Choose Your Suspect: Subterranean Associations Between Nationality and Sexuality in the Mystery Novel." Northeast Modern Language Association. Toronto. April 2002.

"The Moral Reasoning Essay: Moving from the Specific to the General." Harvard Expository Writing Colloquium, February 2002.

"Sexual Deviance and Gender Inversion in the Golden Age of the Detective Novel." Modern Language Association Convention, San Francisco, December 1998.

"Particularly *Unnatural Death*: 'Superfluous Women' and Murder in Sayers," Twentieth Century Literature Conference, University of Louisville, February 1998.

"'Myths Tongue-tied with Girl-Talk': Djuna Barnes's *Ladies Almanack* and the Discourse of Sexology," Northeast Modern Language Association, Boston, March 1995.

#### **PROFESSIONAL MEMBERSHIPS**

Professional and Organizational Development (POD) network in Higher Education

Modern Language Association

Northeast Modern Language Association