

DOIREANN T. RENZI, PhD (she/her/hers)

Contact: doireannh@gmail.com | [LinkedIn](#)

EDUCATION

Ph.D. Education and Human Development, Summer 2018, University of Maryland, College Park, MD.
M.A. International Communication and Translation, June 2010 - Dublin City University, Dublin, Ireland*.
B.A. Language and Cultural Studies, Sept 2009 - University College Cork, Cork, Ireland.
Academic Excellence Certificate, Sept 2008 - Université de la Sorbonne Nouvelle Paris III, Paris, France.
B.A. German and Cross-Cultural Communication in Business, Sept 2007 - Institute of Technology, Cork, Ireland.

PROFESSIONAL EXPERIENCE

Assistant Director of Faculty Initiatives | August 2022 - Present

Center for New Designs in Learning and Scholarship (CNDLS teaching center), Georgetown University

- Lead cross-campus faculty development strategy and programming across nearly every Georgetown school—including business, nursing, health, public policy, and arts & sciences—through long-term partnerships, consultations, and institutional initiatives.
- Direct Georgetown's Curriculum Enrichment Grant (CEG) program, expanding it into a flagship teaching initiative: tripled applicant volume from ~35 to nearly 100 per cycle, increased funding, created infrastructure, and launched public scholarship showcases.
- Author and co-developer of Georgetown's official resources on syllabus policies, experiential learning, difficult dialogues, and inclusive teaching; these are central touchpoints for faculty instructional design and course policy alignment.
- Provide institutional leadership in student-centered assessment and classroom feedback, designing and managing initiatives that drive reflective, data-informed change. Coordinate Mid-Semester Teaching Feedback (MSTF), focus groups, and feedback analysis across departments.
- Serve as Principal Investigator of the Holistic Teaching Study, a cross-institutional, mixed-methods project exploring how faculty understand and express teaching as part of scholarly identity.
- Oversee data systems and metrics for the Engelhard Project for Connecting Life and Learning, supporting wellbeing-oriented pedagogy and contributing to institutional research and reporting.
- Facilitate the LEAP Program across multiple schools, supporting equity-minded, inclusive teaching through workshops, consultation, and strategic programming.
- Conduct institutional analysis of Student Evaluations of Teaching (SETs), directly shaping Georgetown's teaching evaluation model and policy evolution.
- Develop and lead over 100 faculty-facing resources, including guides on AI assignment design, experiential learning frameworks, inclusive syllabi, and course planning templates.
- Deliver 30+ workshops annually at the department, school-wide, and national levels on topics including student engagement, experiential learning, inclusive course design, classroom dialogue facilitation, and navigating difficult discussions. Known for high attendance, cross-discipline relevance, and follow-up implementation.
- Coordinate selected sessions and logistics for the Teaching and Learning Innovation Summer Institute (TLISI); deliver well-attended sessions on faculty pedagogy and innovation.
- Mentor early-career staff and graduate fellows at CNDLS, supporting their development in faculty programming, facilitation, resource design, and project leadership.
- Contribute to CNDLS strategic planning, hiring, and center culture-building; known for cross-functional leadership, systems thinking, and collaborative influence across departments.
- Maintain active undergraduate and graduate teaching roles to remain grounded in pedagogical realities and model innovative, equity-minded instructional design.

Faculty Development Program Manager & Pedagogy Expert | January 2020 – Spring 2022

Pedagogy Expert & Instructional Consultant | October 2019 – January 2020

Postdoctoral Associate in Higher Educational Leadership | October 2018 – October 2019

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Office of Transformational Learning (OTL), Robert H. Smith School of Business

- Smith's Faculty Development Program: Designed, launched, and managed the program with extensive stakeholder input.
- New Faculty Onboarding: Developed, managed, and coordinated the onboarding process for all new Smith faculty members.
- Inclusive Instruction Speaker Series: Developed, coordinated, launched, and managed the Smith School's first series focused on inclusive instruction.
- COVID-19 Teaching Response: Led the transition of 175 faculty members and over 200 classes from face-to-face to online instruction within two weeks in Spring 2020. Implemented a robust support model, resulting in over 300 consultations in one semester and nearly 700 in Summer and Fall 2020. Managed instructional designers, tracked engagement data, and ensured high-quality support. Conducted workshops to familiarize faculty with remote teaching tools and created over 50 new teaching guides and resources.
- Holistic Teaching Review: Conducted reviews for the Dean's Office to ensure faculty met observation and instructional requirements. Provided ongoing support, including one-on-one consultations, teaching observations, and resource development for all faculty members, including adjuncts, PhD student-instructors, tenure-track, professional-track, and new faculty members.
- Workshops and Best Practices: Designed and delivered faculty workshops tailored to different educational levels (e.g., EMBA, Undergraduate, Online). Prepared best-practice documentation to support faculty with common questions and processes.
- Assurance of Learning and Assessment: Oversaw interns and advised on the School's data review processes and statistical analysis procedures. Collaborated with stakeholders on faculty development and inclusive instruction.
- Faculty Development Projects and Resources: Managed ad-hoc projects across OTL teams. Designed, populated, and launched a faculty-focused website with over 250 instructional resources. Interviewed faculty for TeachTalks video series and panels to showcase best teaching practices.

Postdoctoral Associate in Educational Intervention | October 2018 – June 2019

College of Education, University of Maryland & the Council of Chief State School Officers (CCSSO)

- Preparation of data and write-up of effective of implementation of CCSSO's educational intervention including expert data-driven recommendations for the next iteration
- Qualitative data analysis and review – reviewing transcripts of focus group and in-person audit data for trends related to the organization and development of an educational intervention
- Quantitative data analysis and review – utilizing survey results to review implementation effectiveness of a large scale educational intervention project on behalf of CCSSO
- Managed and facilitated focus groups
- Conference attendance for data collection and implementation review
- IRB procedural review and project document and data management

Lab Manager - Neurodevelopment of Reading and Language Lab | Sep 2015 – June 2018

College of Education, University of Maryland

- Management and mentorship of full team of research assistants
- Develop and oversee professional development plans for each research assistant
- Ensure and manage credit allocations and honor's thesis mentorship
- Oversee and coordinate schedules and document control for large-scale research project
- Designed and managed one-year specialization for RAs on cultural conscientiousness in education and research design
- Managed and facilitate trainings on research methods, observational coding and data analytics
- Scaffolding research specialization including managing reading group, presentation and writing-skills training, and oversight of team collaboration

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Researcher & Training Manager – Prevention and Early Adversity Research Lab | May 2017 – Sep 2017

- Management and mentorship of full team of research assistants
- Complete data analysis for interaction data in collaboration with UMBC and UMD CP's Social Work, Psychology, and Education schools
- Development and oversight of summer program of research methodology training on:
 - Cultural conscientiousness in Education and Research Design
 - Inclusive research design
 - Interacting with parents and teachers in research
 - Data management and document control
 - Statistical analysis in SPSS and R
 - Creating a project-based coding manual for observational data
 - Using CLAN and CHILDES for transcription and analysis

Early Childhood Education Graduate Assistant | August 2017 – June 2018

EC/ECSE Program, College of Education, University of Maryland, College Park

- Supported the undergraduate Early Childhood/Early Childhood Special Education program
- Assisting with placement decisions, and school and teacher reach-out
- Automated document control and outreach
- Helped foster relationships with school districts
- Guest lectures on Early Childhood Education
- Developing program manuals for undergraduate students and their mentor teachers

Undergraduate Portfolio Assistant | Feb 2015 - August 2016

EdTPA Program, College of Education - University of Maryland, College Park

- Facilitated undergraduate portfolio submission trainings in-person and online
- Managed undergraduate portfolio submission platform
- Reviewed portfolios for completion and provided feedback and outreach for completion
- Fielded undergraduate questions regarding teacher training and portfolio submission
- General data and documentation organization of undergraduate completions and placement assignments with an emphasis on secure handling of student information

Communications & Translation Specialist | Sep 2010 to Aug 2011, Jan 2012 – Nov 2012

Pan American Development Foundation – Washington, D.C.

- Worked on proofreading, editing, and writing team for grants ultimately funded by USAID
- Professional level translation of video and speech recordings
- Management of freedom of expression project, including coordinating logistics, international communications, and managing personnel needs
- Handled major communications within teams and with external stakeholders
- Managed a large project organizing logistics for transfer of needed supplies to Haiti and surrounding areas impacted by the earthquake

Prior Work & Service

- Trainee Recruitment Consultant | Morgan McKinley, Cork, Ireland | Oct 2011 - Dec 2011
- Data analyst and proofreader | Educational Testing Services, St. Pat's Teaching College, Dublin, Ireland | Sep 2009 – May 2010
- Training Manager | Pfizer Ireland, Cork, Ireland | Summer 2008, 2007, 2006
- Till Teller and Service Manager | Londis, Cork, Ireland | Jan 2003 - June 2009
- Volunteer | Domestic Abuse and Violence Hotline, Cork, Ireland
- Volunteer | St. Vincent's Home, Cork, Ireland

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TEACHING

Primary Lecturer / Adjunct Professor

Department of Learning, Design, and Technology

Georgetown University | Fall 2023–Present

- Teach graduate-level courses in research design, learning analytics, and the role of societal systems in shaping learning and development.
- Courses taught:
 - Societal Institutions and the Learner
 - Educational Research Methods and Learning Analytics
 - Learning Analytics II: Qualitative and Quantitative Assessment Design
- Integrate instructional innovation, including AI and data visualization tools, into graduate pedagogy.
- Regular guest lectures on research methods, learning theory, and education policy.

Primary Lecturer / Faculty

Department of Human Development, College of Education

University of Maryland | Fall 2013–Fall 2023

- Taught core undergraduate and graduate courses in human development, education policy, and community-engaged learning.
- Courses taught:
 - Human Development and Societal Institutions
 - Culture, Community, and School as Contexts for Learning
 - Research Methods and Statistics (including Transformational Learning Internship Program)
 - Adolescent Development
 - Language Development and Reading Acquisition
 - Introduction to Gerontology (*Teaching Assistant*)
- Designed inclusive, experiential assignments connecting developmental theory to real-world applications.
- Received consistently strong evaluations from students and faculty observers.

Workshop Facilitator & Guest Lecturer

Campus-Wide, National, and International Engagement | Ongoing

- Design and lead 30+ workshops annually for faculty, instructors, and graduate students across disciplines. Invited speaker with programming focused on inclusive pedagogy and experiential design.
- Topics include:
 - Student Engagement & Active Learning
 - Inclusive Instruction & Dialogue Facilitation
 - High-Impact Assignment Design (AI, Simulations, In-Class Work)
 - Supporting First-Generation and International Students
 - Teaching Large Lectures & Data-Literate Pedagogy
 - Decolonizing Syllabi and Course Content
 - The Role of Questions: Socratic Method, AI, and Student Inquiry
 - Teaching Statistics to the Math-Averse
 - Faculty Development and Curriculum Strategy
- Workshops are consistently high-attendance, high-impact, and grounded in current research and classroom realities.

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Additional Teacher Training

- TLTC Teaching in Higher Education Certificate, University of Maryland
- EDHD718 – Apprenticeship in College Teaching, University of Maryland

SERVICE & COMMITTEES

Georgetown University

- Member, **Engelhard Program Assessment Committee** | 2023–Present
Member, **Scholarship of Teaching and Learning (SoTL) Leadership Team** | 2023–Present
- Member, **Holistic Evaluation of Teaching Committee** | 2023–Present
- Member, **Student Evaluations of Teaching (SET) Reform Committee** | 2022–Present

University of Maryland

- Member, **Diversity and Inclusion Committee**, Robert H. Smith School of Business | AY 2019–2022
- Member, **Anti-Racism in Teaching Committee**, College of Education | AY 2020–2022
- Member, **Neurodiversity Faculty Learning Community**, College of Education | AY 2019–2020
- Member, **Teaching Enhancement Committee**, Robert H. Smith School of Business | AY 2018–2019
- Member, **Undergraduate Oversight Committee**, Robert H. Smith School of Business | AY 2018–2019

Professional & Graduate Affiliations

- Member, **Society for Research in Child Development** | 2013–2019
- Executive Committee, **Human Development Graduate Student Organization**, UMD | AY 2015–2017
- Student Member, **College of Education Graduate Student Organization**, UMD | AY 2013–2015

SOFTWARE, QUANTITATIVE SKILLS & TRAINING

Citizenship: Irish national with US Citizenship

CliftonStrengths: Achiever, Positivity, Developer, Learner, Futuristic

Educational Software: Canvas, Blackboard, Webex, Zoom, Camtasia

AI Integration & Pedagogy: Generative AI (ChatGPT, DALL-E), AI-integrated assignment design, ethical use in teaching and learning

Statistics & Analysis: SPSS (Advanced), R (Advanced), MPlus (Intermediate), NVivo (Intermediate)

Data Management & Compliance: CITI – Human Subjects Research Training, HIPAA, FERPA, IRB Procedures

Survey Creation: Google Forms, Qualtrics, SurveyMonkey

Qualitative Observational Coding: PARCHISY, PIICS, Executive Functioning Toolbox, CHILDES Database and CLAN (transcription and analysis), Datavyu

Language Measures: PPVT, EVT, PLS, SPEAK, MacArthur Bates Child Development Inventory (MCDI)

Languages: Fluent: Irish, English, Advanced Proficiency: Spanish, French, Proficient: German, Conversational: Portuguese, Italian

Project & Resource Management: Trello, Google Workspace, Asana, Notion (used for tracking, planning, and cross-institutional coordination)

Additional Teacher Training: TLTC Teaching in Higher Education Certificate; EDHD718 – Apprenticeship in College Teaching

PUBLICATIONS

Renzi, D.T. (In Prep). *Holistic Teaching as Scholarly Identity: Recognizing Real-world Contexts as an advantage for*

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student engagement in Higher Education.

Renzi, D.T. (In Prep). *Holistic Teaching as Praxis: Predictors of engaged learning in the first year student experience in Higher Education*

Renzi, D.T. & LEAP Faculty Collaborators. (In Prep). *Facilitating Equity-Minded Practice: A Model for Cross-School Faculty Development.*

Renzi, D.T. (Under Review). Questions in the classroom: How conversational principles translate to great teaching.

Renzi, D.T. (2018). Infant Language Learning & Cooperative Communication: The Influence of Contingent Responsiveness and SES. Dissertation in College of Education, UMD College Park.

Renzi, D.T., Harden, B.J. (2018). The impact of the CHATT parent intervention and related language outcomes. Technical report for the School of Social Work, UMD College Park.

Renzi, D.T., Romberg, A.R., Bolger, D.J., Newman, R.S. (2017). Two minds are better than one: Cooperative communication as a framework for understanding infant language learning. *Translational Issues in Psychological Science.* 3(1), 19-33.

Rowe, M.L., & **Hobbs, D.** (August, 2016). Language development. In *Encyclopedia of Contemporary Early Childhood Education.* SAGE reference. Thousand Oaks, CA.

Feola, B., **Renzi, D.T.,** Bolger, D.J. (Under Review). The Word Gap: It's not all about input. Submitted to *Early Childhood Research Quarterly.*

Renzi, D.T., Bolger, D.J., Newman, R.S. (In Prep). Measuring Early Social Communication: The Parent Infant Interaction Coding Scheme.

Renzi, D.T., Harden, B.J., Bolger, D.J. (In Prep). Behavioral communication: A key factor in language development for infants experiencing adverse poverty.

Renzi, D.T., Rowe, M.L., Bolger, D.J. (In Prep). SES differences in infant language learning: Investigating Cooperative Communication.

PRESENTATIONS & EVENTS

Renzi, D.T. (2020). Series of 14 webinars. '*Pandemic Teaching & TeachNology*'. Designer and presented at University of Maryland Robert H.Smith School of Business, College Park, MD

Renzi, D.T. (2019 - 2020). Series of 12 workshops. '*Engaging Every Student*'. Presenter at University of Maryland Robert H.Smith School of Business, College Park, MD

Renzi, D.T. (2019, September). *Cooperative Communication in the Classroom.* Panelist presented at University of Maryland New Teacher Orientation, College Park, MD

Renzi, D.T., Romberg, A.R., Bolger, D.J., Newman, R.S. (2017, September). *Cooperative Communication: The Parent Infant Interaction Coding Scheme (PIICS).* Poster presented at University of Maryland Language Science Day, College Park, MD

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Renzi, D.T., Romberg, A.R., Bolger, D.J., Newman, R.S. (2017, April). Two minds are better than one: Cooperative communication as a framework for understanding language learning. In **D. T. Renzi** (Chair & Presenter), *Cooperative and Contingent Communication: Early Social Mechanisms of Language Learning*. **Symposium** facilitator and panelist - conducted at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Renzi, D.T. (2017, March). Discussant: *Home factors in Language, Learning, and Poverty*. Panel discussion presented at University of Maryland Workshop on Language and Poverty, College Park, MD

Renzi, D.T. (2016, April). *Understanding the Early Social Mechanisms of Infant Language Learning*. Talk presented at University of Maryland Graduate Research Appreciation Day, College Park, MD

Hobbs, D., Leech, K., & Rowe, M.L. (2015, March). Feeling-State Language Use by Parents during Bookreading Predicts Children's Feeling-State Language Use and Narrative Ability. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

AWARDS

Community Change Agent, 2021 award for work on building inclusive learning environments - Diversity, Equity, and Inclusion Office of Robert H. Smith School of Business

Robert. H. Smith School of Business Excellence Award, 2020 - for faculty development innovation and leading the pandemic teaching response

Outstanding Undergraduate Teacher of the Year nomination 2016

UMD Dean's Fellow 2013

U.C.C. Academic Scholar in 2005, 2006, 2007, 2009

U.C.C. Entrance scholarship based on final test results in top 1% of country

Pat Cox European Language Award

RESEARCH EXPERIENCE

- *Holistic Teaching Study* - **Principal investigator** - An original research study examining how faculty understand and integrate holistic, community-engaged teaching into their scholarly identity. Designed and led multi-method data collection and analysis; currently preparing results for publication and national conference presentation.
- *Belongingness in the Higher Educational Classroom* - **Manager of Research Dissemination**
- *Effectiveness of Cross-State Educational Interventions* - **Co-Investigator**
- *Cooperative Communication's Role in Development in Poverty* - **Principal Investigator**
- *A Gesture Training for Low-Income Parents to Improve Child Language Development* - **Research and Observational Coding Project Coordinator**
- *Caregivers Helping to Advance Toddler Talk (CHATT) Intervention* - **Research Analyst and Training Manager**
- *Speech and non-speech predictors of later language development* - **Project Coordinator**
- *Neurophysiological Markers of Learning Word Meaning From Context In Children* - **Researcher and Vocab Project Coordinator**
- *Cross Cultural differences on the Impact of Poverty on Language Development* - **Principal investigator**
- *Investigation on the Impact of Parent Belief on Parenting* - **Researcher**
- *Intervention on increasing the use of decontextualized language in parents* - **Researcher**