

Dr. Dana Lynn Driscoll

Associate Professor
Composition and TESOL Ph.D. Program
Department of English
Indiana University of Pennsylvania
Email: dana.driscoll@iup.edu

EDUCATION

Ph.D. in English – Primary area: Rhetoric and Composition, Purdue University, May 2009

Secondary Concentrations: Writing Program Administration, Empirical Research Methodology

Dissertation: *Pedagogy of Transfer: Impacts of Student and Instructor Attitudes.*
Committee: Linda Bergmann (Chair), Irwin Weiser, Shirley Rose, and Anne Beaufort.

Master of Arts in Linguistics, State University of New York: Stony Brook, May 2005.

Bachelor of Arts in English, California University of Pennsylvania. May 2003.
Summa Cum Laude

Minor: Computer Information Systems
Certificate: Women's Studies

ACADEMIC POSITIONS HELD

Associate Professor of English, Composition and TESOL (C&T) Ph.D. program, Indiana University of Pennsylvania, August 2015 – Present

Additional Duties:

Head mentor, C&T, August 2015 – Present

Placement Coordinator, C&T, May 2016- Present

Interim Director, Jones-White Writing Center, Summer II, 2016

Associate Professor of Writing and Rhetoric, Oakland University, August 2014 – August 2015

Additional Duties: Director of the Embedded Writing Specialist Tutoring Program, August 2012-August 2015

Assistant Professor of Writing and Rhetoric, Oakland University, August 2009 - July 2014

Additional Duties: Faculty Fellow, Center for Excellence in Teaching and Learning, Oakland University, August 2013-August 2014

First-Year Writing Technology Mentor, Introductory Composition at Purdue, Purdue University, August 2008 – May 2009

Purdue OWL Coordinator and Purdue OWL Technical Coordinator, Purdue Writing Lab, Purdue University, August 2006 – August 2008

Graduate Instructor, Purdue Professional Writing, Purdue University, August 2008 – August 2009

Graduate Instructor, Introductory Composition at Purdue, Purdue University, August 2005 – August 2007

Graduate Instructor, First-Year Writing, Program in Writing and Rhetoric, SUNY Stony Brook, August 2004- May 2005

Teaching Assistant and Graduate Instructor, Linguistics, Department of Linguistics, SUNY Stony Brook, August 2003- May 2004.

Writing Consultant, California University of Pennsylvania Writing Center, August 2000-May 2003

English Tutor, Pennsylvania College of Technology Learning Skills Center, January – May 2000

AREAS OF SPECIALTY

Transfer of Learning, Writing Center Research and Administration, Research Methodology and Design (Qualitative, Quantitative, Mixed Methods), Teaching Writing and Composition Pedagogy, Individual learning differences, Grant Writing and Program Evaluation, Writing Program Administration, Writing Assessment

ACADEMIC PUBLICATIONS

Forthcoming and Published Articles

Wynn-Perdue, S., Driscoll, D. L., and Boythari, S. (Forthcoming, Fall 2018). What research? An analysis of job advertisements for writing center administrators, 2004-2014. *Writing Center Journal*.

Wynn-Perdue, S. & Driscoll, D. L. (Forthcoming, 2017). Context matters: Centering writing center administrators' institutional status and scholarly identity. *Writing Center Journal*.

Driscoll, D. L. (2016). Ideals and realities in students' literacy development: Writing Center/ELT collaborations to support learning transfer. *TESOL Arabia Perspectives*. Vol 24 No. 3, November Issue.

Driscoll, D. L., Gorzelsky, G., Wells, J., Hayes, C., & Salchak, S. (2017) Down the rabbit hole: Challenges and methodological recommendations in researching writing-related student dispositions. *Composition Forum* 35.

Driscoll, D. L. and Powell, R. (2016). States, traits, and dispositions: The impact of emotion on writing development and writing transfer across college courses and beyond. *Composition Forum* (Special Issue on Emotions) 34.

Driscoll, D. L. and Powell, R. (2015). Conducting and composing RAD research in the writing center: A guide for new authors and graduate students. *The Peer Review*, 1.1. <http://thepeerreview-iwca.org/article.php?id=21>

Driscoll, D. L. (2015) Building connections and transferring knowledge: The benefits of a peer tutoring course beyond the writing center. *Writing Center Journal* 35.2.

Walwema, J., and Driscoll, D. L. (2015). Activating the uptake of prior knowledge through metacognitive awareness: An exploratory study of writing transfer in documentation and source use in professional writing courses. *Programmatic Perspectives*, 7(1): 21-42.

Allan, E., Driscoll, D. L., Hammontree, D., Kitchens, M., and Ostergaard, L. (2015). The source of our ethos: Using evidence-based practices to affect a program-wide shift from "I think" to "we know." *Composition Forum* 32.

Penphrase, B., Oakley, B., Ternes, R., and Driscoll, D. (2014). Do higher dispositions for empathy predispose males toward careers in nursing? A descriptive correlational design. *Nursing Forum* 50.1. DOI: 10.1111/nuf.12058

Driscoll, D. L., & Wynn-Perdue, S. (2014). By what means and for what purposes? Survey and interview data on writing center directors' research practices. *Writing Center Journal* 34.1, Pp. 105-134.

Driscoll, D. L. (2014). Clashing values: A longitudinal study of student beliefs of general education, vocationalism, and transfer of learning. *Teaching and Learning Inquiry* Vol. 2.1. pp. 21-37. DOI: 10.2979/teachlearninqu.2.1.21

Allan, E., & Driscoll, D. L. (2014). Reflective writing in general education: Improving student learning, assessment, and faculty professional development. *Assessing Writing* 21. Pp. 37-55. <http://dx.doi.org/10.1016/j.asw.2014.03.001>.

Wynn-Perdue, S., Driscoll, D. L., Matthews, J., Paz, E., Tess, J. (2014). Negotiating the Sponsorship Continuum: Preparing Humanities Undergraduates to Conduct RAD Research. *Perspectives on Undergraduate Mentoring*, 3.1. <http://blogs.elon.edu/purm/negotiating-the-sponsorship-continuum-preparing-humanities-undergraduates-to-conduct-rad-research-purm-3-2/>

Driscoll, D. L. (2013). Connected and disconnected pedagogy and transfer of learning: An examination of graduate instructor beliefs vs. practices in first-year writing. *The Journal of Teaching Writing*, 28(1). (Refereed)

Driscoll, D. L., & Wynn-Perdue, S. (2012). Theory, lore, and more: An analysis of RAD research in the *Writing Center Journal*, 1980-2009. *The Writing Center Journal*, 32(2).

**This article won the International Writing Center Association Outstanding Article Award (2012)

Brizee, H. A., Sousa, M., & Driscoll, D. L. (2012). Writing lab accessibility: The user-centered approach and participatory design as collaborative methodologies. *Computers and Composition* 29(4), 341-366.

Driscoll, D. L., & Wells, J. (2012). Beyond knowledge and skills: Writing transfer and the role of student dispositions in and beyond the writing classroom. *Composition Forum: Special Issue on Transfer of Learning*, 26.

Driscoll, D. L., & Harcourt, S. (2012) Reflection, connection, and expectation: Transfer of learning in a peer tutoring course and beyond. *Writing Lab Newsletter*, 36(7-8), 1-6. **

**This article was nominated for the IWCA 2012 Outstanding Article Award.

Driscoll, D. L., (2011) Connected, disconnected, or uncertain: Student attitudes about future writing contexts and perceptions of transfer from first year writing to the disciplines. *Across the Disciplines*, 8(2).

Sura, T., Wells, J. M, Schoen, M., Elder, C., & Driscoll, D. L. (2009). Praxis and allies: The WPA board game." *WPA: Writing Program Administration*, 32(3), 75-88.

Driscoll, D. L. (2009). Composition studies, professional writing, and empirical research: A skeptical view." *Journal of Technical Writing and Communication*, 39(2), 195-205.

Published and Forthcoming Book Chapters

Ostergaard, L., Driscoll, D. L., Laudig, A., and Rorai, C. (2017). Bridging high school and college writing: Using the framework to shape basic writing curricula through habits of mind, rhetorical principles, and building connections. *The Framework for Success in Post-Secondary Writing: Scholarship and Applications*. Behm, N., Rankins-Robertson, S., & Roen, D. (Eds).

Gorzelsky, G., Driscoll, D. L., Pazcek, J., Hayes, C., & Jones, E. (2016). Metacognitive moves in learning to write: Results from the writing transfer project. *Critical Transitions: Writing and the Question of Transfer*. Moore, J. & Anson, C. (Eds).

Gorzelsky, G., Hayes, C., Jones, E., and Driscoll, D. L. (Forthcoming, Fall 2017). Cueing first-year writing knowledge: Support for transfer into disciplinary writing. *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education*. Moore, J. & Anson, C. (Eds).

Driscoll, D. L., & Kitchens, M. (2014). Engaging in communities of practice: Supplementing community-based service learning with online reflection in a peer tutoring course. In *Civic Engagement 2.0? Provocations and Dialogues on the Future of the Civic in the Disrupted University*. Crabill, S. L & Butin, D. (Eds).

Driscoll, D. L. (2013). General education, transfer of learning, and why you take courses outside of your major (and how to get the most out of them). *GrizzWrites: A Guide to First-Year Writing at Oakland University*. Southlake, TX: Fountainhead Press.

Driscoll, D. L. (2010). Introduction to primary research: Observations, surveys, and interviews. *Writing Spaces* (Vol. II). (Refereed)

- Reprinted in Ohio University's *Readings on Writing* Course book
- Reprinted in University of Tennessee Knoxville's *Course Reader*
- Reprinted in Oakland University's *Grizz Writes: A Guide for First-Year Writers*

Driscoll, D. L., Brizee, H. A., Salvo, M., & Sousa, M. (2008). Usability and user-centered theory for 21st century OWLs. *The Handbook of Research in the Virtual Workplace* (pp. 614-631). Hershey, PA: IGI Global.

Book Reviews

Driscoll, D. L. (2009). Review of Moodle course management system. *Computers and Composition Online*.

Driscoll, D. L. (2008). Review of *College Writing and Beyond: A New Framework for University Writing Instruction. Across the Disciplines 4*.

INVITED KEYNOTES

Driscoll, D. L. (April 21, 2016, Plenary Speaker). "Ideals and Realities in Students' Literacy Development: Writing Center/English Language Teaching Collaborations to Support Learning Transfer." Plenary address for the Joint Conference for the Middle Eastern North African Writing Centers Alliance and the International English Language Teaching Conference, Muscat, Oman.

Driscoll, D. L. (February 26th, 2016). "Building Connections and Transferring Knowledge: The Benefits of a Peer Tutoring Course Beyond the Writing Center." *WCJ Live Event*. Online address hosted the *Writing Center Journal*.

Driscoll, D. L. (13 August 2015). "Writing Transfer and Metacognition as Frameworks for Success in College Writing and Beyond." Invited Workshop and Keynote for the University of Tennessee: Knoxville's First-Year Writing Program.

Driscoll, D. L. (19 March, 2014). "Linking Qualitative and Quantitative Research in Multi-Institutional Studies: The Case of the Writing Transfer Project." Plenary Speaker, Qualitative Research Network, CCCC.

Driscoll, D. L. & Wynn-Perdue, S. (2014). RAD Research in Writing Centers: Survey and Interview Results. *WCJ Live Event*. Online address hosted for readers of the *Writing Center Journal*.

Driscoll, D. L. & Wynn-Perdue, S. (2013, 13 September). Centering RAD Research Practice. *WCJ Live Event*. Online address hosted for readers of the *Writing Center Journal*.

INVITED WORKSHOPS

Driscoll, D. L. (1 March, 2017). "Teaching for Transfer: Long-Term Language Development in English Classrooms." Invited Workshop for the English Education Collaborative, California, PA.

Driscoll, D. L. (April 21, 2016). "Teaching for Learning Transfer and Long-Term Language Development in English Language Classrooms." Invited Workshop for the Joint Conference for the Middle Eastern North African Writing Centers Alliance and the International English Language Teaching Conference, Muscat, Oman.

Driscoll, D. L., Zamin, N., and Hixson-Bowles, K. (March 29th, 2016). "Measuring Our Students' Learning: Program Assessment Strategies for Using E-Portfolios." Workshop for faculty across the disciplines at California University of Pennsylvania. Co-Presented with IUP C&T Students Nadia Zamin and Kelsey Hixson-Bowles.

Driscoll, D. L. and Powell, R. (March 29th, 2016). "Fostering Transfer of Learning and Writing Development in First-Year Composition Courses." Presentation for the Introductory Composition Program at California University of Pennsylvania. Co-Presented with C&T Student Roger Powell.

Driscoll, D. L. (10 July 2012). "Building Connections: Investigating Transfer of Learning through Writing & Reflection" Oakland University William Beaumont School of Medicine Educational Research Community.

Driscoll, D. L. (5 Oct, 2011) "Transfer of Learning: Making Connections Between Real-World and Classroom Environments." Oakland University Center for Teaching and Learning (CETL).

Driscoll, D. L. (2011 and 2012) "Transfer of Learning in the Writing Classroom: Connection, Reflection, and Instruction" For the Meadowbrook Writing Project (Rochester, MI).

ACADEMIC PRESENTATIONS & WORKSHOPS (Refereed)

Driscoll, D. L. (2016, 22 June). "Growing Writers: The Role of Mindsets in Writing development and Responses to Feedback." *International Writing Across the Curriculum Conference*, Ann Arbor, MI.

Driscoll, D. L., Perdue, S., Hixson-Bowles, K., and Petrykowski, A. (6 April 2016). "Rendering the Invisible Visible: Qualitative Coding for RAD Researchers." *International Writing Center Association CCCC Collaboratory*, Houston, TX.

Driscoll, D. L. and Brockway, P. (2015, 10 October). "Expectations and transitions: Course Embedded Writing Specialists as bridges to the university for basic writing students." *International Writing Center Association Conference*, Pittsburgh, PA.

Perdue, S., Driscoll, D. L., and Petrykowski, A. (2015, 10 October). "Centering institutional status and scholarly identity: An analysis of writing center administration position advertisements, 2004- 2014." *International Writing Center Association Conference*, Pittsburgh, PA.

Hayes, C., Driscoll, D. L., Gorzelsky, G., and Jones, E. (2014, 21 March). "The Writing Transfer Project: A RAD-Based, Cross-Institutional Study of Transfer from General Education to Disciplinary Writing." *Conference on College Composition and Communication*, Tampa, FL.

Driscoll, D. L. (2013, 25 June). Reflection as a means to understand transfer and metacognition: Pedagogy, assessment, and cross-institutional results. *Critical Transitions: Writing and the Question of Transfer Conference*, Elon, NC.

Driscoll, D. L. (2013, 5 April). RAD research in the writing center: Developing RAD research projects and overcoming barriers. Pre-Conference Workshop. *Mid-Atlantic Writing Center Association Annual Conference*. California, PA.

Driscoll, D. L. (2013, 13 March). Research on writing transfer: Preliminary results and methods from a multi-institutional study. *Conference on College Composition and Communication*, Las Vegas, NV.

Driscoll, D. L., & Wynn-Perdue, S. (2012, 25 October). By what means and for what purposes: Survey and interview data on writing center directors' research practices." *International Writing Center Association Conference*, San Diego, CA.

Driscoll, D. L. (2012, 10 May). The personal connection: Transfer of learning, general education, and student dispositions. *Excellence in Teaching and Learning: The Sixth Annual Conference on Teaching and Learning*, Rochester, MI.

Driscoll, D. L. (2012, 22 March). Teaching for transfer: Writing and forward-reaching knowledge in a peer tutoring course. *Conference on College Composition and Communication*. St. Louis, MO.

Broad, B., Driscoll, D. L., Duprey, W., Gorzelsky, G., Grogan, J., Jankens, A., Kenaga, H., Paszek, J., Robertson, L., Slomp, D., Taczak, K., Trimble, T. (2012, March 21). Assessing transfer: Using reflection to evaluate transfer of knowledge at critical transitions in writing programs. *Conference on College Composition and Communication pre-conference workshop*. St. Louis, MO.

Driscoll, D. L. (2012, 21 March). Transfer of learning: The challenge of measurement and assessment. Research Network Forum, *Conference on College Composition and Communication*. St. Louis, MO.

Allan, E., & Driscoll, D. L. (2012, 23 February). Object(ive)s closer than they appear: Using reflective writing in general education and assessment as faculty bridges to student success. *American Association of Colleges and Universities: General Education and Assessment Conference*. New Orleans, LA.

Driscoll, D. L., Wynn-Perdue, S. & Matthews, J. (2011, 5 March). Contributions unseen: Undergraduate tutors and RAD research in the writing center. *East Central Writing Center Association Conference*, Kalamazoo, MI.

Driscoll, D. L., Wynn-Perdue, S., Matthews, J., Paz, E. & Tess, J. (2011, 22 October). The sponsorship continuum: Preparing undergraduate students to conduct replicable, aggregable, and data-supported research in the writing center. *Michigan Writing Centers Association Conference*, Saginaw, MI.

- Driscoll, D. L. (2011, 5 April). Exploring transfer in first-year writing courses and beyond: Connections, reflections, and student experiences. *Research Network Forum, Conference on College Composition and Communication*, Atlanta, GA.
- Driscoll, D. L., & Wynn-Perdue, S. (2010, 5 Nov). Theory, lore, and more: An analysis of RAD research in the writing center. *International Writing Centers Association Conference*, Baltimore, MD.
- Driscoll, D. L. (2010, 21 May). Bridging the gap: Transfer, metacognitive teaching techniques and first-year writing. *International Writing Across the Curriculum Conference*, Bloomington, IN.
- Driscoll, D. L. (2010, 15 March). Developing and extending methodologies for studying transfer. *Conference on College Composition and Communication*, Louisville, KY.
- Driscoll, D. L. (2009, 15 March). Transfer of knowledge and motivation in the first year writing classroom: Connections, perceptions, and pedagogies. *Conference on College Composition and Communication*, San Francisco, CA.
- Bergmann, L., Brizee, H. A., Cordaro, D., Driscoll, D. L., & Reitmeyer, M. (2009, March). Writing centers as bridges to engagement: Strategies for fostering college-community partnerships. *Conference on College Composition and Communication pre-conference workshop*, San Francisco, CA.
- Driscoll, D. L. (2008, May). Student perceptions of the transfer of knowledge about first-year composition. *Writing Across the Curriculum Conference*, Austin, TX.
- Driscoll, D. L. (2008, March). Looking back and looking forward: 12 Years of OWL history. *East Central Writing Center Conference*, Columbus, OH.
- Driscoll, D. L. (2008, March). Student perceptions of transfer of knowledge from first year composition. *Research Network Forum at Conference on College Composition and Communication*, New Orleans, LA.
- Salvo, M., Brizee, H. A., Driscoll, D. L., & Sousa, M. (2008, March). Researching disability: Intersections between technology, usability, and persons with blindness. *Conference on College Composition and Communication*, New Orleans, LA.
- Brizee, H. A., Conard-Salvo, T., Driscoll, D. L., & Sousa, M. (2008, March). Sustaining writing center technologies through user-centered design: Improving websites and OWLs. *Conference on College Composition and Communication pre-conference workshop*, New Orleans, LA.
- Driscoll, D. L. (2007, October). Survey research in the writing center: A methodological discussion. *International Writing Centers Association*, Houston, TX.

Driscoll, D. L. (2007, March). OWL usability testing: Methods and issues. *Conference on College Composition and Communication*, New York, NY. (Refereed)

Brizee, H. A. & Driscoll, D. L. (2007, March). Purdue OWL remote testing survey. *Conference on College Composition and Communication, Computer Connection*, New York, NY.

Driscoll, D. L. (2007, May). Purdue OWL usability testing. *Teaching and Learning with Technology Conference*, Lafayette, IN.

Driscoll, D. L. (2003, March). Why won't the words come out? Linguistic competence vs. performance. *East Central Writing Centers Association*, Marionette, OH.

GRANTS

External Grants.

International Writing Center Association Research Grant. (\$750). 2014. Centering RAD research: Writing center methods, models, and practices. With Co-PI Sherry Wynn-Perdue.

International Writing Center Association Research Grant. (\$750). 2014. Centering RAD research: Writing center methods, models, and practices. With Co-PI Sherry Wynn-Perdue.

Spencer Foundation (\$39,995). 2013. The writing transfer project: Enhancing college writers' long-term learning. With Co-PIs Ed Jones, Gwen Gorzelsky, Carol Hayes, and Jennifer Wells.

Conference on College Composition and Communication Research Initiative Award (\$9990). 2012. The Writing Transfer Project: A RAD Approach to Enhancing College Writers' Long-Term Learning. With Co-PIs Ed Jones, Gwen Gorzelsky, Carol Hayes, and Jennifer Wells.

Council for Programs in Technical and Scientific Communication. (\$700). 2012. Adapting knowledge through metacognitive awareness: An empirical study of professional writing courses. With Co-PI Josephine Walwema.

International Writing Center Association Research Grant. (\$700). 2012. RAD research in the writing center: How much, by whom, and with what methods? With Co-PI Sherry Wynn-Perdue.

Elon Research Seminar: Critical Transitions: Writing and the Question of Transfer. 2011. With Jennifer Wells and Edmund Jones.

Internal Grants

CHSS Special Project Grant (Internal). (\$1690). Fall 2015. Exploring Transfer of Learning and Writing Development in College and Beyond.

Oakland University Research Committee Faculty Fellowship Award (\$1200). 2014. Centering RAD research: Writing center methods, models, and practices.

Oakland University Office of the Provost High Impact Teaching Grant (\$5000). 2014. Interdisciplinary Approaches to teaching LBS200. With Co-PIs Fay Hansen and Cynthia Silfonis.

Oakland University Research Committee Faculty Fellowship Award (\$10,000). 2012. A mixed-method, multi-institutional analysis of student values and beliefs in transfer of writing knowledge across the disciplines.

Oakland University Senate Teaching and Learning Committee Educational Development Grant. (\$700). 2012. Integrating reflective writing into WRT 150 and WRT 160 Courses.

Oakland University Research Committee Faculty Fellowship Award. (\$9000). 2011. Students with disabilities transitioning from secondary to post-secondary learning environments: The examination of literacy, technology, and the transfer of knowledge.

Oakland University Research Committee Faculty Research Grant. (\$1200). 2010. Exploring transfer in first-year writing courses and beyond.

Purdue Research Foundation Summer Grant. (\$2700). 2008. Pedagogy of transfer: Impact of student and instructor attitudes.

Purdue Research Foundation Grant. (\$1000). 2007. Pedagogy of transfer: Impact of student and instructor attitudes.

Purdue University Writing Lab Travel Grant Award (\$500). 2007.

AWARDS

2014 Oakland University Excellence in Teaching Award. Only one teaching award per year is awarded to Oakland University tenure-line faculty for exemplary teaching. I was honored to receive this award in 2014.

2014 Oakland University College of Arts and Sciences Teaching Engagement Award. Two awards are given out annually by the College of Arts and Sciences for teaching with an emphasis on civic engagement and community service learning.

2013 Oakland University Scholarship Recognition Award.

2012 International Writing Center Association Outstanding Article Award. With S. Wynn-Perdue.

2008 Graduate Writing Award of the Council of Writing Program Administrators. With H. Bras, C. Elder, M. Schoen, T. Sura, and J. Wells.

2007 Quintilian Award for Excellence in Teaching, Purdue Introductory Composition Program

2007 Quintilian Award for Excellence in Teaching, Purdue Introductory Composition Program

2003 Woman of the Year Award, California University of Pennsylvania

WRITING CENTER AND PROGRAM ADMINISTRATION

Interim Writing Center Director, Summer II Session, 2016. Directed the Jones-White Writing Center at Indiana University of Pennsylvania during Summer II, 2016. Duties included overseeing face-to-face and online tutorial services, addressing issues, and overseeing all aspects of the Jones-White Writing Center.

Placement Coordinator, Composition and TESOL, May 2016 - Present. Developed and offered a comprehensive program for job placement with co-coordinator Dr. Melanie Holm (L&C). Workshops are open to advanced graduate students and cover job searching, preparation of job materials, interview strategies, and establishing a scholarly identity.

Head Mentor, Composition and TESOL Ph.D. Program (Indiana University of Pennsylvania, Fall 2015 – Present). The C&T mentoring program serves Teaching Associates (TA) or Part-Time Temporary Faculty (PTT) who are teaching Liberal Studies English. This work includes developing regular meetings and workshops on issues pertinent to the teaching of first and second-year composition, individualized support for C&T students in the program, scheduling and mentoring pairings, working with faculty mentors new to the program, evaluation of TAs/PTTs, hiring and renewal of contracts for TAs and PTTs, and annual reporting.

Director, Embedded Writing Specialist Program (Oakland University, Summer 2012-Summer 2015). OU's Embedded Writing Specialist program places trained undergraduate and graduate tutors into all sections of OU's basic writing courses each year. I oversaw all aspects of this program including hiring tutors, tutor professional development and on-going training, scheduling, faculty outreach and professional development, program assessment, program reporting, and the development of training materials (such as our Embedded Writing Specialist Tutoring Manual).

Faculty Fellow, Center for Excellence in Teaching and Learning (Oakland University, Fall 2013-Spring 2014). As one of two faculty fellows selected for the 2013-2014 year, my role was to engage in faculty professional development across the curriculum to support teaching and learning. As part of this work, I led writing across the curriculum workshops, engaged in one-on-one mentoring of faculty with regards to teaching and learning, sat on the CETL Advisory Board, engaged in visioning and 5-year planning for CETL, conducted assessments, served on the planning team for the 2014 Teaching and Learning Conference, and led a year-long faculty institute on the Scholarship of Teaching and Learning.

Chair and Co-Chair, WRT Assessment Committee (Oakland University, Fall 2009 – Spring 2015). As chair of the Department of Writing and Rhetoric's Assessment Committee, I worked with committee members to design and conduct numerous assessments including assessing First Year Writing: WRT 100: Basic Writing; WRT 150, Composition I; WRT160: Composition II; and the Major in Writing and Rhetoric. Specific duties included assessment design and methods, training raters, scheduling, preparing files, quantitative data analysis (descriptive and inferential), reporting results, and serving as a liaison with other committees to implement changes based on assessments.

Technical Coordinator, Purdue OWL (2008). As Purdue OWL technical coordinator, I was responsible for all technical aspects of the Purdue OWL including web design, server maintenance, troubleshooting, addressing user issues, annual reporting, grant writing, and coordinating with others. While in this position, I worked on a team of graduate students and faculty to conduct extensive usability testing on the Purdue OWL.

Coordinator, Purdue OWL (2007). As Purdue OWL coordinator, I was responsible for managing all content on the Purdue OWL. This work included hiring content developers to revise outdated materials, moving content from the old site to the new site, developing new content, addressing user needs/concerns, and working with other Writing Lab coordinators on various initiatives. While in this position, I worked with the Director and Associate Director of the Purdue Writing Lab to develop and pilot an online tutoring system (VCAP).

TEACHING

Graduate Courses

ENG 846: Research Design and the Craft of Writing (1 Section, Summer 2016, IUP). Advanced seminar in research design where students design research topics suitable for publication and understand the opportunities, constraints, and contexts of professional academic writers.

*New course design for the Composition and TESOL Doctoral program.

ENG 867: Research in Writing Programs and Writing Centers (1 Section, Spring 2016, IUP). Examines the history, theory, and every day practices that surround writing centers and writing programs, including advances in writing across the curriculum and writing in the disciplines.

ENG 830: Teaching Writing (1 section, Spring 2016, IUP). Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.

ENG 649: Introduction to Research for Applied Linguistics and TESOL (1 Section, Fall 2016, IUP). Explores the basic concepts and methods of conducting and reading research in applied linguistics and TESOL.

ENGL 515: Mentor Group for New Teachers (2 semesters, 8 sections per term, Purdue). Served as a technology mentor for two semesters for eight sections of teachers in the Introductory Composition Program at Purdue.

Undergraduate Courses

WRT 360: Global Rhetorics (Oakland, 3 sections, New Course Design). Interdisciplinary course tracing the contemporary and historical uses of rhetoric and written communication in non-Western cultures.

WRT 370: Special Topics: Grantwriting (Oakland, 1 section, New Course Design). Service learning course where students learn grantwriting through pairing with a community partner to write a full grant including an application narrative, budget, and supporting documents.

WRT 370: Special Topics: Research Methods in Writing and Rhetoric (Oakland, 1 section, New Course Design). Students learn to read, evaluate, and conduct empirical research studies in literacy.

LBS200: Interdisciplinary Approaches to Research Methods in Liberal Studies (Oakland, 2 sections, New Course Design). Prepares students for interdisciplinary study through drawing upon methods of inquiry within the humanities, natural sciences, social sciences, and fine arts. Course theme: Globalization and Sustainability (2012); Feeding the world (2014).

WRT320: Peer Tutoring in Composition (Oakland, 16 sections). Provides students with a strong foundation in peer tutoring strategies, theories, pedagogies, and an introduction to writing center work.

Note: Five sections (Fall 2013, Winter 2014, Summer 2014, Fall 2014, and Winter 2015) taught on-location at the Baldwin Center in Pontiac, Michigan; service learning for minority and low-income children.

WRT394: Literacy, Technology, Civic Engagement (Oakland, 1 section). Explores and application of technology in the discipline of Writing and Rhetoric.

WRT 497 Apprentice College Teaching (Oakland, 6 sections). Allows advanced undergraduate students to serve as a teaching assistant for a writing course.

LIN 344: Language Acquisition and Literacy Development and Language Acquisition (1 section instructor, 2 sections teaching assistant). Examines language acquisition, written and spoken language development, reading development, and literacy instruction for content-area courses.

First Year Composition Courses Taught at Oakland, Purdue, and SUNY

WRT 160: Composition II (Oakland). Emphasizes research and rhetorical techniques, effective documentation strategies, genre awareness, and writing process.

WRT 150: Connections Section: Social Sciences (Oakland). Emphasizing research writing and rhetorical techniques for Social Science majors.

ENGL 106-L: Learning Community for Computer Graphics Technology (CGT) students (Purdue). Course was part of Purdue's Learning Community program and was linked with a web design course for first-year CGT students.

ENGL 108: Accelerated First-Year Composition (Purdue). Emphasized students' explorations and understanding of writing in their majors/chosen professions and rhetorical awareness.

ENGL 106: First-Year Composition (Purdue). Prepared students for writing in diverse academic and professional situations.

WRT101: Introductory Writing Workshop (SUNY Stony Brook). Developed and piloted a discourse-community and rhetoric-based curriculum that appeared in *College Writing and Beyond* (Beaufort, 2007).

Miscellaneous Courses

Instructor in Writing, C/Step Program. Program for minority and low-income high school students where students were taught academic and professional writing.

MENTORING AND ADVISING

Dissertation Committee Chair, Composition and TESOL Doctoral Program, IUP

- 2015 – Present: Nadia Zamin, “Mindful writers, sustaining writing practices: Implementing mindfulness intervention to support the writing practices of advanced academic writers engaged in high stakes writing projects”

- 2016 – Present: Hind Alazhrani –“Investigating self-regulated learning behaviors that Saudi female language learners hold and its relationship to their literacy learning”
- 2016 – Present: Roger Powell, “Mindsets and responding to student writing: Using a case study approach to understand how FYC students interpret, use, learn, and develop from teacher commentary”
- 2016 – Present: Kelsey Hixson-Bowles, “Laying the groundwork for transfer: A case study exploring strengths-based pedagogy as a way to foster generative dispositions in FYC”
- 2016 – Present: Debbie Brown, “Instructor-student conferencing as pedagogy: Measuring ISC’s impact on student writing, self-efficacy, and revision”
- 2016 – Present: Abdullah Darwish, “Exploring academic and disciplinary literacy socialization and enactment of international undergraduate students”
- 2016 – Present: Jennifer Haigh, “First generation college students in the writing center”
- 2016 – Present: Katherine Hynes, “Responding to “risky writing”: A grounded theory study of how community college composition faculty approach students’ emotional essays”
- 2016 – Present: Jonathan O’Brien, “Constructs of stylistic production and reception: Vetting and extending the sociocultural theory of style”

Dissertation Committee Member, Composition and TESOL Program

- 2016 – Present – Alaa Alhamdam
- 2016 – Present – Catherine Kelly
- 2016 – Present – Emily Simnitt
- 2016 – Present – Haytham Bakri
- 2016 – Present – Justin Nicholes
- 2016 – Present – William Donohue
- 2015 – Present – Laura Schubert
- 2015 – Present – Leigh Ann Dunning
- 2015 – Present – Emmett Ryan

Dissertation Outside Readerships

- 2012– Present – Adrienne Jankens (Rhetoric and Composition, Wayne State U.)
- 2015 – 2016 – Amy Ann Metcalf, (Rhetoric and Composition, Wayne State U.)
- 2011– 2013 – Julie Schrauben (Reading and Language Arts, Oakland University)
- 2012 – 2012 – Carmilla Gillette (Reading and Language Arts, Oakland University)

Other Mentoring

- 2016 – Kelsey Hixson-Bowles, IWAC Registration Scholarship (\$200)
- 2015 – Roger Powell, IWCA Future Leaders Scholarship (\$250)
- 2012 – 2015 – Robert Mey, “Results from the Writing Transfer Project: Correlations between Writing Knowledge and Written Essay performance.”

- (Presented at CCCC 2013; CCCC 2015). (OU Travel Grant; OU Research Grant, \$465)
- 2012 – 2013 – Ashley Cerku, “The Art of Letter Writing: How Letter Writing Manuals have Evolved and Preserved Rhetorical Strategies Throughout the Centuries.” Honors Thesis Chair.
 - 2010 – 2012 – Jessica Tess, Writing and Rhetoric, “Attitudes and Beliefs concerning Japanese Writing in the Writing Center and Beyond.” Honors Thesis Chair.
 - 2010 – 2012 – Enrique Paz, Writing and Rhetoric “Assessing the Cite-Rite plagiarism program in the Writing Center.” Honors Thesis Chair.
 - 2011 – 2012 – Kaitlyn Springer, Elementary Education, “Exploring the iPad in the Elementary School Classroom.” Honors Thesis Chair.
 - 2011 – 2012– Emily Day-Cervenak, “Overcoming Fundraising Challenges: A Community Resource for Small Nonprofit Organizations” (Oakland University Provost’s Research Grant, \$1500)
 - 2010 – 2012– Jessica Tess, “Attitudes on Writing in a Native Language: An Examination of Japanese College Students.” (Oakland University Provost’s Research Grant \$1500; Honors College Grant \$1500, Presentation at CCCC 2012)
 - 2010 – 2012- Paz, Enrique. “Japanese Writers in Japan.” Project has been awarded \$1500 in Oakland University and Honors College Grants. (Presentation at CCCC 2012)
 - 2010 - 2012- Hyrns, Samantha. “Studies on the Rhetoric of Islam in America: Opinions and Perspectives on Media.” \$1500 in Provosts’ Research Grant. (Presentation at CCCC 2012)
 - 2010-2012, Faculty Mentor, Meeting of the Minds Undergraduate Research Conference at Oakland University

PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication
 Council of Writing Program Administrators
 National Council of Teachers of English
 International Writing Center Association

SERVICE, COMMITTEES & PROFESSIONAL WORK

Professional Service

- Founding Editorial Board Member, Southern Illinois University Press, *Writing Research, Pedagogy, and Policy Series*. 2017 – Present.
- Executive Committee, Conference on College Composition and Communication (CCCC), 2014 – 2017
- Editorial Board Member, *Peer Review* (An IWCA Journal), 2015 – 2017
- CCCC Doctoral Consortium Representative, 2016 - Present
- Book Reviewer, Utah State University Press, 2016 - Present

- Book Reviewer, Oxford University Press, 2015 – Present
- Journal Reviewer, *Pedagogy*, 2016 - Present
- Journal Reviewer, *College Composition and Communication (CCC)*, 2012 - Present
- Journal Reviewer, *Composition Forum*, 2014 – Present
- Journal Reviewer, *Writing Center Journal*, 2013 - Present
- Journal Reviewer, *Writing Program Administration*, 2014 – Present
- Journal Reviewer: *Present Tense: A Journal of Rhetoric in Society*, 2009- Present
- CCCC Wikipedia Task Force, 2014 – 2016
- Conference Reviewer, Stage 1, Conference on College Composition and Communication, 2014 – Present
- Writing about Writing SIG (CCCC), Advisory Board, 2012 – 2015
- CCCC Connected Community Editor, 2009 – 2012
- Research Network Forum, Table Leader, 2009 – 2012
- Northeastern Linguistic Society of America, Conference Organizer, 2005

IUP Departmental and Program Service

Department Committees:

- Composition and TESOL Program Committee, 2015 – Present
- English Department LSE Basic Writing Committee, 2016 – Present
- English Department Summer School Committee, 2017 - Present
- Composition and TESOL Program Hiring Committee (Two Positions), 2015 – 2016
- Composition and TESOL Awards Committee, 2015- Present
- Composition and TESOL Election Committee, 2016 – Present
- Composition and TESOL QP Appeals Committee, Spring 2016 and Spring 2017

Other service:

- Host for Graduate Student Meeting with Dr. Mike Palmquist, November 9, 2016
- English Department Representative, IUP Open House/EXPO, November 7, 2015

IUP University Service

- Faculty Adviser, Spirit of the Oak Student Club, Fall 2016 - Present

University, Departmental, and Community Service at Oakland University

- Faculty Fellow, Center for Excellence in Teaching and Learning, 2013 – 2014
- Center for Excellence in Teaching and Learning Advisory Board, 2012 – 2014
- Sixth Annual Conference for Excellence in Teaching and Learning, Conference Reviewer, Poster Judge, Session Moderator, 2012
- Oakland University William Beaumont School of Medicine Educational Research Community, Presenter, 2012
- Workshop on Transfer of Learning – Center for Excellence in Teaching and Learning, 2012
- OU WRT Assessment Committee, Chair and Co-Chair, Quant Methods Specialist, Data Analyst, 2010-2015

- OU WRT Vid/Hoc Committee (For WRT Major Video), 2014-2015
- OU WRT102 Revision Committee, Assessment and Curriculum Specialist – 2012 -2014
- OU WRT150 Revision Committee, Assessment and Curriculum Specialist, 2012-2013
- OU WRT Spring Conference – Metacognition Workshop Co-Facilitator, 2012
- Workshop on Reflective Writing for WRT Faculty, Co-Facilitator, 2012
- Meadowbrook Writing Project Workshop Facilitator (Art Journal Workshop, two sessions), 2012
- Writing Center/WRT Liaison, 2011-2015
- WRT Committee on the Major, 2011-2014
- WRT Spring Conference, Writing about Writing Workshop Co-Presenter, 2011
- WRT Major Professional Development Presentations, 2009-2010
- Job Search Committee Member, 2010, 2011, and 2012
- WRT Curriculum Committee, Member, 2009 – 2015

Community Service in a Professional Capacity

- Community Grant writer, Indiana PA Community Garden (10 hours of service), Summer 2016
- Community Grant writer, Project Manager, and Newsletter Editor, Indiana PA Food Co-Op (20 hours of service), Fall 2015
- Grant writer and Grant Consultant for Community Organizations: Michigan Organizations: Roots to Fruits, LLC; Harvest Michigan; and the White House Art Collective, 2012-2015
- Baldwin Center Tutor Development Workshops, 2012-2015
- Tutor Development Workshop for Macomb Literacy Partners (Michigan), 2012