**Linda Adler-Kassner**

Associate Vice Chancellor of Teaching and Learning

(Founding) Faculty Director, Center for Innovative Teaching, Research, and Learning

Professor of Writing Studies (UC Ladder Step: Professor IX)

University of California, Santa Barbara • Santa Barbara, CA 93106-2085

ladler@ucsb.edu

Education

Ph.D., University of Minnesota (1995)

M.A., University of Minnesota (1993)

B.A., Macalester College (1985)

Teaching and Administrative Appointments

**University of California, Santa Barbara**

*Associate Vice Chancellor of Teaching and Learning* September 2021-

*Professor of Writing Studies* June 2009-

*Faculty Director, Center for Innovative Teaching, Research, and Learning* June 2018-

*Associate Dean, Undergraduate Education* June 2015-June 2016; June 2018-September 2021

*Interim Dean, Undergraduate Education* July 2016-June 2018

*Director, Writing Program* July 2009-June 2015

**Eastern Michigan University**

*Professor of English* 2008-2010

*Associate Professor of English* 2003-2008

*Assistant Professor of English* 2000-2003

*Director of First-Year Writing* 2000-2010

*Faculty Director, University Writing Center* 2008-2010

**University of Michigan-Dearborn** 1997-2000

# Assistant Professor of Composition and Rhetoric

### Writing Center Director

**University of Minnesota**

*General College*

*Teaching Specialist in Composition* 1994-1997

*Co-Director, Writing Program* 1995-1997

*Graduate Teaching Assistant in Composition* 1990-1994

Scholarship

(\* indicates peer reviewed publication)

*In Progress/Forthcoming*

Adler-Kassner, Linda and Chris Gallagher, eds. *Learning to Lead: Writing (and) Institution-Wide Change* (under contract, Elon Center for Engaged Teaching/Routledge)

Adler-Kassner, Linda, M.B. Gordon, Laurel Wilder, and Amanda Brey. Accounting for Change: Designing Institutional Data Dashboards for Equity (under review, *Journal of Assessment and Institutional Effectiveness)*

Published Books

\*Adler-Kassner, Linda and Elizabeth Wardle. 2022. *Writing Expertise: A Research-Based Guide to Writing in the Disciplines.* WAC Clearinghouse/University Press of Colorado

\*Adler-Kassner, Linda and Elizabeth Wardle, eds. 2019. *(Re)Considering What We Know: Learning Thresholds in Writing, Composition, Literacy, and Rhetoric*. University Press of Colorado/Utah State University Press.

Adler-Kassner, Linda and Elizabeth Wardle, eds. 2016. *Naming What We Know: Classroom Edition*. Utah State University Press.

\*Adler-Kassner, Linda and Elizabeth Wardle, eds. 2015. *Naming What We Know: Threshold Concepts of Writing Studies.* Utah State University Press (Winner, Distinguished Contribution to the Discipline Award, Council of Writing Program Administrators)

Parks, Stephen, Linda Adler-Kassner, Brian, Baille and Collette Caton, Eds. 2011. *The Best of Independent Journals in Rhetoric and Composition.* W. Lafayette, IN: Parlor Press.

\*Adler-Kassner, Linda and Peggy O’Neill. 2010. *Reframing Writing Assessment to Improve Teaching and Learning*. Logan: Utah State University Press

\*Adler-Kassner, Linda. 2008. *The Activist WPA: Changing Stories about Writing and Writers.* Logan: Utah State UP. (Winner, Council of Writing Program Administrators’ Best Book Award)

\*Adler-Kassner, Linda, ed. *Reading and Writing the College Experience*. New York: Longman Publishers, 2005.

\*Adler-Kassner, Linda and Susanmarie Harrington. *Basic Writing as a Political Act: Public Conversations about*

*Writing and Literacies.* Creskill, N.J.: Hampton Press, 2002.

Adler-Kassner, Linda and Gregory Glau, eds. 2002 (2nd ed, 2005) *The Bedford Bibliography for Teachers of Basic Writing*. New York: Bedford/St. Martin’s Press.

\*Adler-Kassner, Linda and Susanmarie Harrington, eds. 2001. *Questioning Authority*: *Stories Told In School*. Ann Arbor: U. of Michigan Press.

\*Adler-Kassner, Linda, Robert Crooks, and Ann Watters, eds. 1997. *Writing the Community: Concepts and Models for Service-Learning in Composition.* Washington, D.C.: American Association of Higher Education/NCTE.

Selected Published Articles

\*Dominguez-Whitehead, Yasmine, Malaphone Phommasa, Maggie Safronova, Karen Gonzalez, Stephanie Nguyen, and Linda Adler-Kassner. 2022. Sense of Place and Belonging: Lessons from the Pandemic. *Teaching and Learning Inquiry 10:* 1-17.

\*Adler-Kassner, Linda. 2019. “Designing for ‘More’: Writing’s Knowledge and Epistemologically Inclusive Teaching.” *WAC Journal 30* (Fall): 35-63.

\*Adler-Kassner, Linda and Elizabeth Wardle. 2019. Naming What We Know (in Writing Studies): Engaging Troublesome Trends in Educational Policy and Practice. Julie Timmermans,and Ray Land, etc. *Threshold Concepts on the Edge*. Sense Publications: 313-326.

Adler-Kassner, Linda. 2017. Because Writing is Never Just Writing: CCCC Chair’s Address. *College Composition and Communication* 69.2 (December): 317-340.

\*Adler-Kassner, Linda. 2014. Liberal Learning, Professional Training, and Disciplinarity in the Age of Educational ‘Reform’: Remodeling General Education. *College English* 76.5 (May): 436-457.

O’Neill, Peggy, Linda Adler-Kassner, Cathy Fleischer, and Anne-Marie Hall. 2012. Creating *The Framework for Success in Postsecondary Writing*. *College English* 74.6 (July):

Adler-Kassner, Linda. Writing Inside and Outside the Margins.” 2012. *College Composition and Communication* 64.2 (December): 407-421.

\*Adler-Kassner, Linda. 2012. The Companies We Keep *or* The Companies We Would Like to Keep: Strategies and Tactics in Challenging Times. *WPA Journal* 36.1 (Fall/Winter): 119-140.

\*Adler-Kassner, Linda, John Majewski, and Damian Koshnick. 2012. The Value of Troublesome Knowledge: Threshold Concepts in Writing and History. *Composition Forum* 26 (Fall). Compositionforum.com/issue/26/troublesome-knowledge-threshold.php

\*Adler-Kassner, Linda and Susanmarie Harrington. 2010. Responsibility, Visibility, and Composition’s Future in the 21st Century: Reframing “Accountability.” *College Composition and Communication* 62.1 (September): 73-99.

\*Adler-Kassner, Linda and Susanmarie Harrington. 2007. In the Here and Now: Public Policy and Basic Writing *Journal of Basic Writing* (Spring): 27-48.

\*Adler-Kassner, Linda and Heidi Estrem. 2007. Reading Practices in the Writing Classroom. *WPA Journal* (Fall/Winter): 35-47.

\*Adler-Kassner, Linda and Heidi Estrem. 2003. Rethinking Researched Writing: Public Literacy in the Composition Classroom. *WPA Journal* 26.3 (Spring): 119-131.

Adler-Kassner, Linda. 2002. Literacy, Ecology, and ‘At-Risk’ Students: A Report from the Other Side. *English*

*Education* (October): 89-95.

Gray-Rosendale, Laura and Linda Adler-Kassner, et. al. 2001. “Basic Writing’s Past, Present, and Future: A Discussion of Problems and Possibilities.” *Composition Studies* (Fall): 37-70.

Adler-Kassner, Linda. 2000. "Structure and Possibility: New Scholarship about Students-Called-Basic-Writers." *College English* (November): 229-243.

\*Adler-Kassner, Linda. "'Just Writing, Basically:' Basic Writers on Basic Writing.” 1999. *Journal of Basic Writing* (Fall): 69-90. Reprinted in *Teaching Developmental Writing: Background Readings*. 2002. New York: Bedford/St. Martins.

\*Adler-Kassner, Linda, Tom Reynolds, and Robert DelMas. 1999. "Studying a Basic Writing Program: Problems and Possibilities. *Research and Teaching in Developmental Education* (1999): 33-40.

\*Adler-Kassner, Linda. “Ownership Revisited: An Exploration of Progressive Era and Expressivist Composition Scholarship. 1998. *College Composition and Communication* (May): 208-237.

\*Harrington, Susanmarie and Linda Adler-Kassner. 1998. “’The Dilemma That Still Counts:’ Basic Writing at a Political Crossroads.” *Journal of Basic Writing* (1998): 1-24.

\*Adler-Kassner, Linda. 1995. “Reading Progress”: Historians and Public Literacy in the Progressive Era

*Paradigm*: *The Journal of the International Textbook Colloquium* 18 (December): 12-28.

Adler-Kassner, Linda. 1995. "Digging a Groundwork for Writing: Community Service Courses and Underprepared Students." Interchange, *College Composition and Communication* 46, 4 (December): 552-555.

Selected Published Book Chapters

\*Adler-Kassner, Linda. 2019. Rethinking Epistemologically Inclusive Teaching. *(Re)Considering What We Know: Learning Thresholds in Writing, Composition, Literacy, and Rhetoric.* University Press of Colorado/Utah State University Press: 281-296.

\*Wardle, Elizabeth, Linda Adler-Kassner, et al. 2019. Recognizing the Limits of Threshold Concepts Theory. *(Re)Considering What We Know: Learning Thresholds in Writing, Composition, Literacy, and Rhetoric.* University Press of Colorado/Utah State University Press: 15-35.

\*Adler-Kassner, Linda and Elizabeth Wardle. 2018. Threshold Concepts as a Foundation for ‘Writing about Writing’ Pedagogies. Doug Downs, Moriah McCracken et. al., eds. *Next Steps in Writing about Writing*, Utah State University Press: 23-34.

\*Adler-Kassner, Linda. 2018. Looking Outward: Disciplinarity and Dialogue in Landscapes of Practice. *Composition, Rhetoric, and Disciplinarity*, eds. Kathleen Blake Yancey, Rita Malenczyk, Susan Miller-Cochran, and Elizabeth Wardle. Utah State University Press, 2018: 303-330.

\*Adler-Kassner, Linda. 2017. Embracing Scrappiness: Troublesome Knowledge and Serendipity. *Women’s Professional Lives in Rhetoric and Composition: Choice, Change, and Serendipity.* Eds Elizabeth Flynn and Tiffany Bourelle. Columbus: Ohio State University Press, December 2017: 108-123.

Adler-Kassner, Linda. 2017. Shaping the Lenses: A Response to ‘Seeing the Differences.’ *What is College Level Writing vol 3*, Ed. Patrick Sullivan, Howard Tinberg, and Sheridan Blau. NCTE Press: 119-121.

O’Neill, Peggy, Linda Adler-Kassner, Cathy Fleischer, and Anne-Marie Hall. 2016. Then and Now: Reflections on the *Framework* Six Years Out. *The Framework for Success in Postsecondary Writing: Scholarship and Applications*. Ed. Nicholas Behm, Sherry Rankins-Robertson, and Duane Roen. Parlor Press: ix-xix.

Adler-Kassner, Linda. 2016. Afterward: Negotiating the Complexities of Persistence and Retention. *Retention, Persistence, and Writing Programs*. Ed Todd Ruecker, Dawn Shepherd, Heidi Estrem, and Beth Brunk-Chavez. Utah State University Press: 257-267.

\*Adler-Kassner, Linda, Irene Clark, Liane Robertson, Kara Taczak, and Kathleen Blake Yancey. 2016. “Assembling Knowledge: The Role of Threshold Concepts in Facilitating Transfer.” *Critical Transitions: Writing and the Question of Transfer*, ed. Jessie Moore and Chris M. Anson. Parlor Press: 17-47.

\*Adler-Kassner, Linda. “Avoiding the Road to Nowhere: Transfer and Educational ‘Reform’ Efforts.” 2016. *Understanding Writing Transfer and Its Implications for Higher Education*, ed. Jessie Moore and Randy Bass. Stylus: 3-14.

\*Adler-Kassner, Linda and Elizabeth Wardle. 2016. What are Threshold Concepts? *A Rhetoric for WPAs*, 2nd Ed. ed. Rita Malenczyk. Parlor Press, 2016: 64-77.

\*Adler-Kassner, Linda and Lorna Gonzalez. 2016. Everybody Writes: Accreditation-Based Assessment as Professional Development at a Research-Intensive University. *Reclaiming Accountability: Using the Work of Re/Accreditation to Improve Writing Programs*, ed William Banks, Michele Eble, and Wendy Sharer. Utah State University Press. 2016: 232-262.

\*Adler-Kassner, Linda and John Majewski. 2015. Extending the Invitation: Threshold Concepts, Professional Development, and Outreach.” *Naming What We Know*, ed. Adler-Kassner and Wardle.

\*Adler-Kassner, Linda. 2013. What is Principle? *A Rhetoric for WPAs*, ed. Rita Malenczyk. Parlor Press, 2013: 394-406.

\*Adler-Kassner, Linda. 2013. Agency, Identities, and Action: Stories and the Writing Classroom. *Texts of Consequence*, ed. Christopher Wilkey and Nicholas Mauriello. Creskill, NJ: Hampton Press: 157-176.

\*Adler-Kassner, Linda, Peggy O’Neill, and Sandra Murphy. 2012. “The Politics of Writing Research and Assessment.” *International Advances in Writing Research: Cultures, Places, and Measures.* Clemson, SC: Parlor Press: 133-150.

\*Harrington, Susanmarie and Linda Adler-Kassner. 2010. Creation Myths and Flash Points: Understanding Basic Writing Through Conflicting Stories. *Exploring Composition Studies: Research, Scholarship, and Inquiry for the 21st Century.* Eds. Kelly Ritter and Paul Matsuda. Logan: Utah State University Press: 13-35.

\*Adler-Kassner, Linda. 2010. The WPA as Activist: Systematic Strategies for Framing, Action, and Representation. In Shirley Rose and Irwin Weiser, eds. *Going Public: The WPA as Advocate for Engagement*. Logan: Utah State University Press: 216-236.

Adler-Kassner, Linda. 2009. The Activist Academic: Teaching Writing (and Communication) as Public Work. *Beyond the Ivory Tower: Essays in Honor of Professor Hazel Dicken-Garcia.* Spokane: Marquette Books, 2009. 73-82.

\*Adler-Kassner, Linda and Heidi Estrem. 2009. Building Community Through Writing Program Assessment. Bob Broad, Ed. *Organic Writing Assessment: Theory Into Practice*. Utah State University Press, 2009. 14-35.

\*Janangelo, Joseph and Linda Adler-Kassner. 2009. Common Denominators and the Ongoing Culture of Assessment. Marie C. Paretti and Katrina M. Powell, *Assessment of Writing*. Assessment in the Disciplines series, v. 4. Tallahassee, FL: Association for Institutional Research, 2009. 11-33.

\*Adler-Kassner, Linda, Chris Anson, and Rebecca Moore Howard. 2008. Framing Plagiarism. Carolyn Eisner and Martha Vicinus, Eds. *Originality, Imitation, and Plagiarism: A Cross-Disciplinary Collection.* Ann Arbor: U. of Michigan Press: 231-246.

\*Adler-Kassner, Linda and Heidi Estrem. 2005. Reaching Out from the Writing Classroom: Research Writing as a Situated, Public Act. *Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings,* ed. Triantafillia Kostouli. New York: Springer: 229-246.

\*Adler-Kassner, Linda and Heidi Estrem. 2005. Critical Thinking, Reading, and Writing: A View from the Field. *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement*, ed. Susanmarie Harrington et al. Logan: Utah State UP: 60-71.

\*Adler-Kassner, Linda. 2002. “Race in Class: Students, Teaching, and Stories.” *Conflicts and Crises in the Composition Classroom*. Dawn Skorczewski and Matthew Parfitt, eds. Portsmouth, N.H.: Boynton/Cook: 69-80.

Adler-Kassner, Linda. 1999. Cyberbrief: "Incorporating Service-Learning Into the Composition Classroom."

Cyberbriefs for New Teachers. (Invited publication). Cyberbriefs: National Council of Teachers of English, 1999; reprinted in *Reflections* 1.1: 14-15.

\*Adler-Kassner, Linda. 1999. “The Shape of the Form: Working Class Students and the Academic Essay” In *Teaching Working Class*, ed. Sherry Linkon. Amherst: U. of Massachusetts Press: 85-105.

Selected Uncredited Documents/Policy Statements

Co-author, *Designing for Access, Designing for Success* (UCSB Reaffirmation of Accreditation Study Report)

Co-author, *Redesigning Undergraduate Education at the University of California for Access, Equity, and Success* (Report of the Academic Planning Council Workgroup on Undergraduate Education in the University of California)

Co-author, *The WPA’s Guide to Data Analytics*

Co-author, *CCCC Principles for the Postsecondary Teaching of Writing*

Co-author, *Framework for Success in Postsecondary Writing*

Co-author, UC Santa Barbara General Education Assessment summary/WASC EER report

Co-author, National Council of Teachers of English-Council of Writing Program Administrators *White Paper on Writing Assessment in Colleges and Universities*

Author, NCTE-CWPA *White Paper* Assessment Gallery and Resources: Communication Strategies

Author, CWPA Network for Media Action position statements: SAT/ACT Writing Exam; Plagiarism

Author, CWPA-NMA guidelines: Roles in the Network for Media Action; Writing Tips: News Releases, Op-Eds, Letter, and More; General Tips and Strategies

Co-author, “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”

Selected Keynote Presentations and Workshops

Aligning and Designing Threshold Concepts for Writing Instruction Across the Curriculum

University of Miami January-April 2025

Equitable and Inclusive Writing Program Design and Writing Instruction

University of Minnesota Department of Writing Studies February-March 2023

Promoting Access and Opportunity Through Writing Across the Curriculum

Auburn University (as Shug Jordan Visiting Professor) November 2023

Remaking Assessment: From Scarlet Letter to Asset-Based Advocacy

Colorado State University May 2023

Improving Internal Medicine Residency as an Educational Process

Cottage Hospital, Santa Barbara (3 month project) September 2022

Equitable, Inclusive, and Antiracist Teaching and Curriculum in Writing Programs

University of Minnesota Writing Program (3 workshop series) February-April 2022

“What Does Writing Say

Conference on College Composition and Communication Western Conference December 2020

From Wells to Wormholes: Writing, Transfer, and Learning

University of San Francisco Faculty Learning Community January 2020

Epistemologically Inclusive Teaching in STEM (and not STEM, too).

University of Pittsburgh DBER Group November 2019

Threshold Concepts, Writing, and Thinking

Carthage College Writing Across the Curriculum Retreat September 2019

Threshold Concepts and Writing

California State University, Fullerton Faculty Development May 2019

Networking “Beyond the Major

Boise State University Faculty Retreat September 2018

From Wells to Wormholes: Writing as Strategy March 2018

Writing Enriched Curriculum Symposium

Minneapolis, MN

Because Writing is Never Just Writing

Chair’s Address, Conference on College Composition and Communication

Portland, OR March 2017

Seeing Like a Writing Teacher: Perspectives on Action and Engagement

Keynote address, Two Year College Association (West), Las Vegas, NV November 2016

Naming What We Know (in Writing Studies): Engaging Troublesome Trends

in Educational Policy and Practice

Keynote address, International Threshold Concepts Conference

Halifax, Nova Scotia June 2016

Rethinking Disciplinarity

Keynote address, College Section meeting

National Council of Teachers of English, Minneapolis, MN November 2015

Looking Outward: Disciplinarity and Dialogue in Landscapes of Practice

Michigan State University September 2015

Naming What We Know: Researching Our Field’s Knowledge About Writing

Keynote address, Qualitative Research Network, Tampa, FL March 2015

Why We Need the Study of Writing March 2014

University of Houston, Houston, TX (as Martha Guano Houstoun Distinguishing Visiting Professor)

CWPA Summer Workshop for New/Returning WPAs July 2013, July 2014

Savannah, GA/Normal, IL

California Community College Success Network October 2013, January 2014

Developing Writing Assessments

Stanford University January 2013

Threshold Concepts in Writing and History

Georgetown University October 2012

The Companies We Keep: Tactics and Strategies for Challenging Times” (Keynote address)

Council of Writing Program Administrators Annual Meeting

Albuquerque, NM July 2012

CWPA Assessment Institute

Albuquerque, NM July 2012

What Should Students Know in the 21st Century?

UCSB Interdisciplinary Humanities Center October 2010

Developing End-of-Year Celebrations for Writing Programs January 2010

Youngstown State University

Using Writing for Assessment/Dynamic Criteria Mapping

University of New Mexico April 2009

Community-based Writing Program Assessment

AAC&U Assessment Conference February 2009

Baltimore, MD

Selected Conference Presentations (since 2012 only)

Disrupting Exclusion: Designing for Equity and Access

Undergraduate Education in Research Universities Annual Meeting, Washington, D.C. January 2024

Reframing General Education: A Threshold Concepts Approach

American Association of Colleges and Universities Annual Meeting, Washington, D.C. January 2024

Redesigning General Education

American Association of Colleges and Universities Annual Meeting, San Francsco, CA January 2023

Pandemic Learning: Using Stories to Capture and Build on Faculty Learning

POD conference, online November 2020

Examining Commonplaces as a Motivation for Change: Course, Department, and Institution

Conference on College Composition and Communication, Milwaukee, WI (Accepted;

cancelled due to pandemic)

Disciplinary Identities In/As Performance

Conference on College Composition and Communication, Pittsburgh, PA March 2019

A Faculty Seminar for Epistemologically Inclusive Teaching

POD conference, Pittsburgh, PA November 2019

Re-Thinking Diversity, Inclusion, and Equity Through Threshold Concepts: Cultural and Epistemological

Conference on College Composition and Communication, Kansas City, MO March 2018

Advocating for Community Literacy in the Age of Big Data October 2017

Conference on Community Writing, Denver, CO

The WPA’s Guide to Data Analytics July 2017

Council of Writing Program Administrators Annual Meeting, Knoxville, TN

Disciplinarity and Its Discontents

International Writing Across the Curriculum Conference

Ann Arbor, MI June 2016

Introducing CCCC 2016 (as convention chair)

Conference on College Composition and Communication, Houston, TX April 2016

Sustaining Our Connections Beyond the Writing Program

Council of Writing Program Administrators Annual Meeting, Boise, ID July 2015

Risks, Writing, and Recursive Learning: Using Threshold Concepts to Navigate

Risky Transitions.

Conference on College Composition and Communication, Tampa, FL March 2015

Threshold Concepts and Advanced Doctoral Student TAs

Council of Writing Program Administrators’ Annual Conference, Normal, IL July 2014

Sustaining Change: Thinking Out Loud. Keynote panel, International Writing Across

the Curriculum Conference, Minneapolis, MN June 2014

Naming What We Know: Threshold Concepts of Writing Studies

Conference on College Composition and Communication, Indianapolis, IN March 2014

Threshold Concepts, General Education, and Transfer

Council of Writing Program Administrators’ Annual Conference, Savannah, GA July 2013

Threshold Concepts and General Education Reform

Critical Transitions Conference on Writing and Transfer, Elon, NC June 2013

Writing and the Issue of Transfe

Conference on College Composition and Communication, Las Vegas, NV March 2013

Threshold Concepts, Writing, and General Education

Conference on College Composition and Communication, St. Louis, MO March 2012

UCSB – Selected Faculty Seminars

CITRAL/ONDAS Seminar on Inclusive Teaching (three quarter seminar)

Designing for Transfer Students (one quarter seminar)

Rethinking Research Writing (three meeting seminar)

Reimagining Instruction for the Student Experience (RISE) (five week seminar blending inclusive teaching and technology)

Engaging Humanities Faculty/Graduate Student Seminar (one quarter seminar)

Enacting Empathetic Knowledge (three meeting seminar)

UCSB – Selected Faculty Workshops

Teaching Troublesome Knowledge

Using Writing in Large Lecture Courses

Teaching Writing in History Courses

Threshold Concepts in Learning

Commenting on Student Writing

General Education Assessment – Results and Considerations

Creating Rubrics (to assess PLOs)

Studying Disciplinarity

ONDAS Faculty Development Seminar

Examining Representational Knowledge

Creating Effective Scoring Guides

Teaching and Advising (Last ten years)

# **Courses Taught – University of California, Santa Barbara**

Writing 251 – Academic Writing (graduate. Focus: Writing about Research for Audiences Outside the Academy)

Writing 2 – Academic Writing (undergraduate/general education)

Writing 153a – Seminar in Writing and Civic Engagement (undergraduate/professional writing minor)

Writing 501 – Theory and Practice of Academic Writing (graduate)

Writing 292 – Writing and Learning (graduate – for Art Department TAs)

Education 202H – Writing Program Administration (graduate)

Education 202I – Assessment of Writing (graduate)

INT 188L – Learning Theory

INT 185AM – Learning Theory for Academic Mentors

INTW20 - Introduction to the Research University (online course)

INT 36IA – Inventing Attention

INT89 – Learning and Place

INT33H – Looking Under the Hood: Studying the University

# **Graduate Student Committees**

# Susannah McGowan (Chair) - Ph.D. (currently: Georgetown University)

Lisa Tremain (Chair) – Ph.D. (currently: Cal Poly Humboldt)

Andrew Ogilvie (Chair) – Ph.D. (currently: University of Southern California)

Zack DePiero (Chair) - Ph.D. (currently: Pennsylvania State University-Abington)

Charlyne Sarmiento (Co-Chair) – Ph.D. (currently: Occidental College)

Elizabeth Narváez Cardona (member) – Ph.D. (currently: Universidad Autónoma de Occidente, Colombia)

Natalia Avíla (member) – Ph.D. (currently: Pontificia Universidad Católica de Chile)

Xochitl Clare (member) – Ph.D. Ecology, Environmental, and Marine Biology (currently: Postdoctoral researcher, University of Washington)

## Academic Service

**Service to the Profession**

Chair, Task Force to Revise the NCTE Statement on Teaching Composition 2018-2019

Past Chair, Conference on College Composition and Communication (previously Chair, Associate Chair,

Assistant Chair) 2017-2018

Member, National Council of Teachers of English Executive Committee 2014-2017

Chair, CCCC Task Force to Revise the CCCC Statement on Principles and Standards for the Teaching of Writing 2012-2013

Member, *CCC* editor search committee 2013

Immediate Past President, Council of Writing Program Administrators 2011-2013

President, Council of Writing Program Administrators 2009-2011

Vice President, Council of Writing Program Administrators 2007-2009

Member, NCTE Nominating Committee 2006

Member, English Language Arts Standards Revision Committee (State of Michigan) 2005

Member, CCCC Research Grants Committee 2005

Executive Board Member, Council for Writing Program Administrators2002-2005

Chair, CWPA Media Committee 2003-2004

Coordinator, CWPA Network for Media Action 2004-2008

Member, CWPA Plagiarism Task Force; collaborative co-author, “Defining and Avoiding

Plagiarism: The WPA Statement on Best Practices” 2002-2003

Member, American Association of Colleges and Universities (AAC&U) VALUE Writing Rubric Team 2009

Co-Chair, WPA-NCTE Ad Hoc Joint Task Force on Assessment 2007-2008

Representative/participant, U.S. Department of Education Regional Hearings on Spellings Commission Report on the Future of Higher Education (Kansas City, MO) 2007

Mentor/Leader, Academy for Assessment of Student Learning, Higher Learning Commission of the North Central Association of Colleges and Universities 2005-7

Stage one proposal reviewer, CCCC 1994, 2003-2006, 2009, 2010

Online Coach, CCCC 2007, 2008, 2009

Co-Chair, Conference on Basic Writing 1998-2002

Executive Board member, Conference on Basic Writing 1995-2002

Member, CCCC Nominating Committee 1999-2000

Current Editorial Board Membership

Writing Research, Pedagogy, and Policy (Southern Illinois UP)

*Journal of Basic Writing*

*Composition Studies*

*Composition Forum*

*Tenure/promotion case reviewer*

University of Denver

University of California, Davis

Western Michigan University

University of Virginia

Syracuse University

University of Albany (SUNY)

University of Texas, El Paso

Michigan State University

Colorado State University

Metropolitan State University

Beloit College

Arizona State University

University of Nebraska-Omaha

University of Minnesota

University of Kansas

Florida International University

University of California, Davis

University of California, Irvine

University of California, San Diego

Florida International University

University of Delaware

University of Florida

The Ohio State University

Manuscript reviewer

*College Composition and Communication*

*College English*

*Journal of Advanced Composition*

*Journal of Basic Writing*

*Composition Studies*

*Pedagogy*

*English Education*

*WPA Journal*

St. Martin’s Press

National Council of Teachers of English Press

SUNY Press

Utah State University Press

W.W. Norton

Bedford St. Martins

**University of California, Santa Barbara/University of California**

*University Service*

Member, Inaugural HSI Steering Committee 2025-Present

Co-Chair, “Future of Undergraduate Education in the UC” workgroup (systemwide) 2022-2023

Coordinator, UCSB Reaffirmation of Accreditation 2021-2023

Co-Chair, Teaching Evaluation Workgroup 2020-2023

Member, ESCI (student evaluation of teaching) committee 2018-2020

Faculty mentor (Division of Social Sciences and Division of Humanities and Fine Arts) 2018-

Accreditation Liaison Officer, Institutional Accreditation (Western Association of Colleges and Universities Senior Commission) 2015-

Chair/Co-Chair, Council on Assessment 2015-

Member, Task Force on Platinum Analytics 2015-2017

Chair, Task Force on Data Analytics and Policies 2015-16

Member, University Committee on Preparatory Education (systemwide Senate committee) 2012-2014

Co-Chair, University Committee on Preparatory Education (systemwide) 2013-2014

Member, UCSB Undergraduate Council (UCSB Faculty Senate) 2012-2014

Reviewer, Innovative Learning with Technology Initiative proposals (systemwide) 2013-14

Member, Intersegmental (UC, CSU, Community College) Committee on Common Core and Use of

Common Core State Standards Assessments 2013-2015

Member, UCSB Assessment Council 2012-

Coordinator, General Education writing assessment 2012-

Faculty assessment advisor 2011-2014

Member, College of Creative Studies Faculty Executive Committee 2011-2014

Member, Senate Committee on Library and Instructional Resources 2010-2011; ex officio 2025-

Member, Committee for Undergraduate Educational Excellence (responsible for WASC accreditation)

2010-2012

Member, Committee on Online ESCIs 2012-13

Member, UCSB Reads Committee 2011-2013

Co-coordinator, UCSB Arts and Lectures Regents’ Lectureship 2013

Co-coordinator, Diana and Simon Raab Visiting Writer in Residence 2014-2015

**Eastern Michigan University**

*University Service*

Member, University Retention Council 2006-2010

Member, General Education Assessment Committee 2006-2010

Member, Undergraduate Advisory Board 2000-2010

Member, Undergraduate Experience Cross-Cutting Strategic Planning Committee 2000-2001, 2002-2003

Member, PASS Committee 2001-2002

Co-Facilitator, Community College Composition/Transfer Articulation Workshop 2002

Presenter/facilitator, New Student Orientation 2001-2004

Member, Teaching and Learning Resource Team 2000-2002,2004-5

Writing Consultant, Student Success Office 2001

Co-Coordinator, AQIP General Education Assessment Team 2006-8

Member, General Education Assessment Committee 2006-2010

Coordinator, McAndless Scholar visit 2006

Member, Carnegie Institutional Leadership Team 2006-2010

New Faculty Mentor 2004-2010

*Departmental Service*

Member, Curriculum Committee 2004-2008

Faculty Council Representative 2006

Coordinator, English Department Program Review 2004

Member, Graduate Committee 2000-2003

Member, Writing Committee 2000-2010

Chair, First-Year Writing Committee 2000-2010

Member, Department Coordinating Committee 2000-2010

Member, English Department Strategic Planning Committee 2000-2001, 2002-2010

Member, WAC search committee 2000-2001; 2001-2002

Panel organizer, chair, and presenter, English Department Diversity

Conference 2000

Panel organizer, chair, and presenter, English Department “Teaching Across

Boundaries” conference 2003, 2004, 2005,2006

**University of Michigan-Dearborn**

*University Service*

Co-Chair, Teaching and Learning with Technology Roundtable 1998-1999

Faculty Senate Diversity Committee 1999-2000

Member, Teaching and Learning with Technology Roundtable 1997-2000

*Departmental Service*

Member, Composition/Linguistics tenure-line Search Committee 1998-1999

Chair, Composition/Linguistics tenure-line Search Committee 1999-2000

# Film Studies Advisory Committee 1997-2000

# Composition Advisory Committee 1997-2000

# **University of Minnesota-General College Service**

Mentor for Graduate Teaching Assistants, General College 1994-1997

Graduate Teaching Assistant Search Committee, General College Writing Program 1994-1996

Continuing Education and Extension Search Committee, General College 1992-1994

**Service to the Community**

# Tutor trainer, 826 Michigan (non-profit writing tutoring/workshop center) 2004-2010

# Member, 826 Michigan Board of Directors 2006-2010

# Writing coach, Jewish Cultural Society of Ann Arbor 2000-2010

# Board member, Jewish Cultural Society of Ann Arbor 2004-2006

# Independent directed study, Community High School, Ann Arbor 1999-2000

# Harry Kirsch Award reviewer, Congregation B’nai Brith, Santa Barbara 2011-2014

## Grants and awards

Disciplinary Awards

Rhetorician of the Year, Young Rhetoricians’ Association 2019

CWPA Award for Distinguished Contribution to the Discipline (for *Naming What We Know*) 2015

CCCC Writing Program Certificate of Excellence (awarded to Writing Program) 2012

CWPA Best Book Award (for *The Activist WPA)* 2009

**UC Santa Barbara Awards/Grants**

Distinguished Teaching Award 2016

Grants

Principal Investigator, Engaging Humanities ($1.6 million, Mellon Foundation) 2018-2023

Collaborating participant, Opening New Doors for Academic Success (ONDAS) ($5 million, U.S. Department of Education grant for Hispanic Serving Institutions) 2015-2020

Co-PI, Yardi Scholars for Environmental Justice ($6 million, Yardi Foundation) 2024-

Co-PI, Arnhold Arts and Humanities Commons ($7 million, John and Jody Arnhold) 2024-

Local PI, Sloan Equity and Inclusion in STEM Introductory Education (10 institution collaboration) 2020-2024

**Eastern Michigan University**

Awards

Ronald W. Collins Distinguished Faculty Service to the University Award 2009

CCCC Certificate of Excellence (awarded to First Year Writing Program) 2006

Faculty Research and Sabbatical Leave 2006-2007

Graduate School Research Grant 2005

Women of Excellence Award 2003

Distinguished Faculty Award, Division of Student Affairs 2002, 2005, 2006

Josephine Keal Development Fund Grant 2002, 2005, 2006, 2009

“Exceptional Contribution to Students at EMU” - recognition by EMU Ambassadors 2002

Strategic Planning Initiative: Inside-Out Project 2001-2007

**University of Michigan-Dearborn**

Provost’s Support Grants 1999

Faculty Research Assistant Grant 1999

College of Arts, Sciences, and Letters Immersion Grant 1997-1998

Horace H. Rackham Faculty Research Fellowship 1997-1998