

## Dr. Dana Lynn Driscoll

---

**Professor of Writing, Composition and Applied Linguistics Doctoral Program  
Founding Director of the Center for Scholarly Communication**

Indiana University of Pennsylvania, United States

*Email:* dana.driscoll@iup.edu

*Website:* www.danadriscoll.com

### 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

---

**Professor of Writing, Composition and Applied Linguistics Program  
Founding Director for the Center for Scholarly Communication**

Indiana University of Pennsylvania, July 2024-Present

**Professor of English, Composition and Applied Linguistics Program  
Director of the Jones White Writing Center**

Indiana University of Pennsylvania, August 2019-July 2024

**Associate Professor of English**, Composition and Applied Linguistics Ph.D.  
program, Indiana University of Pennsylvania, August 2015 – August 2019

**Additional Duties:**

CAL Teacher Mentoring Coordinator, August 2015 – May 2019

Job Placement Coordinator, CAL, May 2016- May 2019

Interim Director, Kathleen Jones-White Writing Center, Summer II 2016 &  
2018

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

**Additional Duties:** Director, 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**

---

Scholarly writing and communication (graduate writing, writing for publication), educational research (learning transfer, individual learning differences, metacognition, dispositions), learning assessment, writing center research and administration, research methodology and research design (qualitative, quantitative, mixed methods), teaching writing and composition pedagogy, writing across the curriculum, grant writing and program evaluation, open educational resources.

## ACADEMIC PUBLICATIONS

---

All articles, books, and book chapters are peer reviewed/refereed unless otherwise noted with a +.

### Books

**Driscoll, D. L.** (Accepted with revision). *Becoming an Expert Writer: Threshold Concepts in Writing for Publication*. WAC Clearinghouse.

### Peer Reviewed Articles

**Driscoll, D. L.** and Farag, I. (Forthcoming 2024). Editing in the Writing Center: Exploring a Graduate Editing Service and the Role of Instructional Editing in Graduate Student Support. *The Peer Review*. Issue 8:3. <https://thepeerreview-iwca.org/issues/issue-8-3/editing-in-the-writing-center/>

Rothschild, K., **Driscoll, D. L.**, Powell, R., & Wells, J. (Forthcoming, 2024). Disciplinarity and transfer ten years later: A multi-institutional investigation into student perceptions of learning to write. *College Composition and Communication*.

Lindenmann, H., **Driscoll, D. L.**, Efthymiou, A., Pavesich, M., and Reid, J.. A (2024). Taxonomy of Life Writing: Exploring the Functions of Meaningful Self-Sponsored Writing in Everyday Life. *Written Communication* Vol 41(1). DOI: <https://doi.org/10.1177/074108832312071>

**Driscoll, D. L.** & Yim, A. (2024). The loss of we: An empirical investigation of synchronous and asynchronous tutoring experiences before and during the pandemic. *The Post-Pandemic Writing Center a Digital Edited Collection of WLN: A Journal of Writing Center Scholarship*. <https://ship.pressbooks.pub/thepostpandemicwritingcenter/>

Cui, W., Zhang, J. and **Driscoll, D. L.** (2022). Graduate writing groups: Evidence-based practices for advanced graduate writing support. *Writing Center Journal*, 40(2), 85-102. DOI: <https://doi.org/10.7771/2832-9414.1017>

Note: This article was nominated for the 2022 *IWCA Best Article Award*

**Driscoll, D. L.** & Yacoub, O. (2022). Threshold genres: A 10-year exploration of a medical writer's development and social apprenticeship through the patient SOAP note. *Written Communication*, Vol. 39(3) 370-39. DOI: <https://doi.org/10.1177/07410883221090436>

Note: This article won the 2022 Association for Writing Across the Curriculum and WAC Clearinghouse Best WAC Article or Chapter Focused on Research Award

**Driscoll, D. L.** & Zhang, J. (2022). Mapping long-term writing experiences: Operationalizing the Writing Development Model for the study of persons,

processes, contexts, and time. *Composition Forum* 48.  
<https://compositionforum.com/issue/48/mapping.php>

**Driscoll, D. L.** (2022). Creativity, spirituality and Awen: An exploratory study of learning the bardic arts and eisteddfodau in the modern druid tradition. *Pomegranate*. Vol. 22, no 1. 41-69.  
<https://journal.equinoxpub.com/POM/article/view/24261>

**Driscoll, D. L.** & Cui, W. (2021) Visible and invisible transfer: An investigation of learning to write and transfer across five years. *College Composition and Communication*. Vol. 73, No. 2, December 2021.

Powell, R. & **Driscoll, D. L.** (2021). How mindsets shape response and learning transfer: A case of two graduate writers. *Journal of Response to Writing* (6:2), 42-68.

+**Driscoll, D. L.** (2020) Come Here, and You will Grow: Connecting Writing Development with Writing Center Practices. *Southern Discourse in the Center* (24.2).

**Driscoll, D. L.** & Wells, J. (2020). Tutoring the whole person: Supporting emotional development in writers and tutors. *Praxis: A Writing Center Journal*. Vol 17(3), 16-28.

Leigh, R. S. and **Driscoll, D. L.** (2020). "A two voice poem on self care in academia. *Michigan Reading Journal*, Spring 2020 issue (52.2).

**Driscoll, D. L.**, Leigh, R. S. & Zamin, N. (2020) "Self care as ethical professionalization: A case of doctoral education in composition studies." *College Composition and Communication* (CCC), Vol 71(3), 453-480.

**Driscoll, D. L.**, Hayes, C., Wells, J., Gorzelsky, G., Jones, E.(2020). Genre knowledge and writing development: Results from the Writing Transfer Project. *Written Communication*. Vol 37(1) 69-103. DOI: 10.177/04108831982313

**Driscoll, D. L.** and Devet, B. (2020). Writing centers as a space for transfer: Support writing, writers, and contexts. *Transfer of Learning in the Writing Center*, Digital Edited Collection: *WLN: A Journal of Writing Center Scholarship*.  
<https://wlnjournal.org/digitaleditedcollection2/DriscollandDevet.html>

**Driscoll, D. L.** & Jin, D. (2018). The box under the bed: Learner epistemologies and writing transfer. *Across the Disciplines*, Vol 15.

Wynn-Perdue, S. & **Driscoll, D. L.**, and Petrykowski (2017). Centering institutional status and scholarly identity: An analysis of writing center administration position advertisements, 2004-2014. *Writing Center Journal*, 36.2 (pp. 263-292).

Wynn-Perdue, S. & **Driscoll, D. L.** (2017). Context matters: Centering writing center administrators' institutional status and scholarly identity. *Writing Center Journal* 36.1 (pp. 185-214).

**Driscoll, D. L.** (2017). 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. L.** (2015). 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.

**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)

Penprase, B., Oakley, B., Ternes, R., & **Driscoll, D.** (2013). Empathy as a determining factor for nursing career selection. *Journal of Nursing Education*, 52(4), 192-197.

**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)

**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.

Brizee, A., Sousa, M., & **Driscoll, D. L.** (2012). Writing centers and students with disabilities: The user-centered approach, participatory design, and empirical research as collaborative methodologies. *Computers and Composition*, 29(4), 341-366.

**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.

## Book Chapters

**Driscoll, D. L.** (Forthcoming, 2024) Planning, tinkering, and writing to Learn: A model of planning and discovery as composing styles for professional academic writers. *Faculty Writing Support: Emerging Research from Rhetoric and Composition Studies* (Soderland, L. & Wells, J., Eds). WAC Clearinghouse.

**Driscoll, D. L.** (Forthcoming, 2024). The CV of failure: Making rejection visible and cultivating growth mindsets in doctoral writers. In Corbett, S. (Ed.) *If at First You Don't Succeed? Writing, Rhetoric, and the Question of Failure*.

**Driscoll, D. L.** McDevitt, T. & Moran, K. J. (2023). Three Models for Writing Groups for Academic Authors: Structured Writing Groups, Writing Retreats, and Accountability Groups. In *Scholarly Writing: Publishing Manuscripts That Are Read, Downloaded, and Cited* (Jalongo, M. & Olivia N. Saracho, O., Eds.) Springer Texts in Education.

**Driscoll, D. L.** (2023). The Genre Ball Activity. In M. Reznizki and D. T. Coad. *Dynamic Activities for the First-Year Composition Classroom*. National Council of Teachers of English.

**Driscoll, D. L.** (2023). Weaving reflexivity, relationality, and time in a decade-long study of writing development and learning transfer. *Telling Stories: Perspectives on Longitudinal Research*. (Fishman, J & Kimmie-Hea, A., Eds). Utah State University Press.

Reid, J., Pavesich, M., Efthymiou, A., Lindenman, H., and **Driscoll, D. L.** (2022). Writing to Learn Beyond the University: Preparing Lifelong Learners for Lifewide Writing. In *Writing Beyond the University: Preparing Lifelong Learners for Lifewide Writing*, Moore, J., Rozinsky, P., and Bleakney, J., eds). <https://www.centerforengagedlearning.org/books/wbu/section-1/chapter-2/>

Gorzelsy, G., Hayes, C., Paszek, J., Jones, E., and **Driscoll, D. L.** (2018). Meaningful practice: Adaptive learning, writing instruction, and writing research. (Portanova, Rifenburg, and Roen, eds.) *Contemporary Perspectives on Cognition and Writing*. Fort Collins, Colorado: The WAC Clearinghouse and University Press of Colorado. <https://wac.colostate.edu/books/perspectives/cognition/>

Gorzelsky, G., Hayes, C., Jones, E., and **Driscoll, D. L.** (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).

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).

**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).

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

### ***Encyclopedic Entries***

**+Driscoll, D. L.** (2022). "Open Access." *Keywords in Making: A Rhetorical Primer.* Ed Jason Tham. Parlor press.

**+Driscoll, D. L.** (2020). Vocationalism. *Sage Encyclopedia of Higher Education,* Amey, M. J. & David, M. E. (Ed).

### ***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.*

### ***Under Review***

Cui, W. & **Driscoll, D. L.** From Telling to Crafting: A Mixed Method Analysis of Peer Review Feedback and Revision Processes of Emerging Scholars Writing for Publication. Under review for the *Journal of Early Childhood Education: Special Issue in Scholarly Publishing.*



**Driscoll, D. L.** & Yacob, O. Reflective writing into being: A 13-Year lifespan examination of how writing shapes identity from student to medical professional. *In 21<sup>st</sup> Century Writers.*

### ***Ongoing Research Projects***

Understanding the Role Writing Expertise and Flow States in Semantic Brain Networks. With Roger Beaty and Krista Sarraf.

A Longitudinal Investigation of Writing Transfer. Longitudinal investigation of writing transfer and long-term learning development over time, currently entering its 14<sup>th</sup> year of data collection (2010 – present).

### **INVITED KEYNOTES (National and International)**

---

**+Driscoll, D. L.** (14 Nov 2023, Keynote Panel Speaker). National Conference on Peer Tutoring in Writing. Pittsburgh, Pennsylvania.

**+Driscoll, D. L.** (8 Dec 2022, Keynote Speaker). International Conference on Linguistics: Linguistics for Humanity. Padjajaran University, Indonesia (virtual). “Exploring Key Aspects of Learning Development in English Language Teaching and Literacy.”

**+Driscoll, D. L.** (5 Nov 2022, Keynote Speaker). “Cultivating the Resilient Learner: Practices to Support Literacy Development in Times of Change.” 45 minute keynote + Q&A session for International English Conference at North South University, Dhaka, Bangladesh.

**+Driscoll, D. L.** (9 Sept, 2022, Keynote Speaker). “Writing Your Way into Your Discipline: How Learning to Write Creates Professional Expertise.” For Ph.D. Academy at the VSB Technical Institute of Ostrava, Czech Republic.

**+Driscoll, D. L.** (19 February, 2020, Keynote Speaker). Come here and you will grow: Supporting Writing Development and Long-Term learning in Writing Centers. Keynote Speaker. Southeastern Writing Center Association, Birmingham, AL.

**+Driscoll, D. L.** (23 March, 2018, Keynote Speaker). Tutoring the Whole Person: Emotions, Writing Development, and Emotional Labor in the Writing Center. East Central Writing Center Association. Columbus, OH.

**+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 26<sup>th</sup>, 2016, Keynote Speaker). “Building Connections and Transferring Knowledge: The Benefits of a Peer Tutoring Course Beyond the Writing Center.” *WCJ Live Event*. Online address hosted for the *Writing Center Journal*.

**+Driscoll, D. L.** (13 August 2015, Keynote Speaker). “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 AND TRAININGS (National and International)

**+Driscoll, D. L.** (19-22 Sept 2023): Workshops on Writing for Publication and Teaching Disciplinary Writing for the Czech Republic Academy of Sciences and VSB Technical Institute of Ostrava.

- Supporting Writing to Learn in the Disciplines for STEM Faculty
- Developing and Supporting Meaningful Writing Assignments
- Supporting the Writing Process for STEM faculty
- Offering Quality feedback to Dissertations

**+Driscoll, D. L.** (18 Sept 2023): Workshop on “Faculty Professional Development Day: Dissertation Supervision and Feedback” for Charles University and the Czech Republic Academy of Sciences.

**+Driscoll, D. L.** (7 Dec 2022). International Conference in Linguistics: Linguistics for Humanity. Padjajaran University, Indonesia (virtual). “Writing or Publication in English Language Journals.”

**+Driscoll, D. L.** (4 Nov, 2022). International English Conference at North South University, Dhaka, Bangladesh. “Writing Centers as Sites of Change: Starting, Staffing, and Running Your Writing Center.”

**+Driscoll, D. L.** (4 - 7 Sept, 2022). VSB Technical Institute of Ostrava, Czech Republic. Half day workshops for STEM faculty:

- Supporting Writing to Learn in the Disciplines
- Developing and Supporting Meaningful Writing Assignments
- Teaching Disciplinary Writing: Offering Feedback, Supporting Revision and Engaging in Effective Assessment

**+Driscoll, D. L.** (8 Sept, 2022). VSB Technical Institute of Ostrava, Czech Republic.

- Half day workshop for Ph.D. students and faculty: “Strategies for Successful Writing Habits and Writing for Publication”

**+Driscoll, D. L.,** (February 15, 2019). Supporting Writing Development and Learning Transfer across Courses, Disciplines, and Contexts. Workshop for cross-disciplinary faculty at Seton Hill University, Greensburg, PA.

**+Driscoll, D. L.,** (February 15, 2019). Supporting Writing Transfer through Writing Instruction and Writing Center Tutorials. Workshop for English faculty and Writing Center Faculty and Tutors at Seton Hill University, Greensburg, PA.

**+Driscoll, D. L.,** (May 14, 2019). Learning Transfer Across Courses, Disciplines, and Contexts. Workshop for cross-disciplinary faculty at Davenport University, Grand Rapids, MI.

**+Driscoll, D. L.,** (May 14, 2019). Supporting Transfer in English, Communications, and Writing Center Contexts. Workshop for English Faculty and Writing Center Tutors at Davenport University, Grand Rapids, MI.

**+Driscoll, D. L.,** Zamin, N., and Hixson-Bowles, K. (March 29<sup>th</sup>, 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 29<sup>th</sup>, 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).

## COURSES (International)

---

**Driscoll, D. L.** “Teaching Writing for Publication for STEM International Students.” Twelve-week online course for instructors at VSB University of Ostrava, the Czech Republic Academy of Sciences and other Czech Universities.

- Four sections, Fall 2020 – Present.

**Driscoll, D. L.** (In Development for VSB Technical University of Ostrava): 9-module online course on Writing to Learn, Teaching Writing, and Assessing Writing in Disciplinary contexts, with an emphasis on STEM writing.

## EDITORSHIPS

---

**Driscoll, D. L.,** Stewart, M., and Vetter, M. (2019-2022). Editor for *Writing Spaces: Readings on Writing*, Open educational textbook for college composition courses.

- Publication of Volume III (2020), IV (2021), and V (2023)
- Editorial management of *Writing Spaces* including selection of proposals, management of peer review, communication with authors, communication with peer reviewers
- Visioning, funding and long-term planning for *Writing Spaces*
- Coordination yearly with advisory board
- Marketing, promotions, and support for *Writing Spaces* series
- Overseeing Assistant Editor Graduate Assistant position

Devet, B. and **Driscoll, D. L.** (2020). *Transfer of Learning in the Writing Center* (digital edited collection). Published February 2020 by WLN Digital Collections. <https://wlnjournal.org/digitaleditedcollection2/index.html>

- Developed concept and proposal for *WLN Digital Collection* with co-editor
- Wrote and distributed call for proposals
- Setup accounts and spreadsheets for workflow management
- Developed article ranking system
- Read and ranked all proposals with co-editor
- Coordinating blind peer reviewers for all accepted manuscripts
- Communications with authors throughout the process

\*This Edited Collection is nominated for the *IWCA's* 2020 outstanding book award.

Devet, B. and **Driscoll, D. L.** Guest Editors for Special Issue on Writing Transfer for *WLN: A Journal of Writing Center Scholarship*, issue 43:1-2, September/October 2018.

- Developed concept and proposal for *WLN* with co-editor
- Wrote and distributed Call for Proposals
- Setup accounts and spreadsheets for workflow management
- Developed article ranking system
- Read and ranked all proposals with co-editor
- Coordinating blind peer reviewers for all accepted manuscripts

### CONSULTATION (International and National)

---

*2019-Present.* Czech Republic Academy of Arts and Sciences and VSB Technical University of Ostrava. Consultation on development of Writing for Publication course for Engineers. Development and facilitation of a distance education training for new instructors of Writing for Publication courses. Contact: Dr. Alena Kasparkova, VSB Technical University of Ostrava.

*2019- 2022.* Consultation with Dr. Sukanto Roy at North South University, Bangladesh. Starting the first Writing Center in Bangladesh.

*2022-2023.* Consultation with Dr. Osman Ozdemir at Istanbul Sabahattin Zaim University, Istanbul, Turkey on starting a writing center.

*2022.* Consultation with VSB Technical University of Ostrava, on starting a writing resource center.

*2021.* Consultation with Dr. Hind Alzahrani, Qassim University, Saudi Arabia on Starting a new writing center at Qassim University.

*2021.* Consultation with Quinnipiac University Writing Across the Curriculum Committee and Dr. Marissa McKinley on Starting a new writing center.

*2011-2012* Wayne State University. Consultation on developing a writing transfer-based assessment program. Contact: Dr. Gwen Gorzelsky, Director of First-Year Composition.

### ACADEMIC PRESENTATIONS & WORKSHOPS (Refereed)

---

**\*Driscoll, D. L.**, Efthymiou, A., Lindenman, H., Pavesich, M., & Reid, J. (12 July 2021). Self-Sponsored Writing: A Taxonomy of the Civic, Personal, and Professional Functions of Writing in People's Lives. *2021 Center for Engaged Learning Conference* (Virtual).

- \*Driscoll, D. L.** (2021, 7 July). Supporting advanced writing processes for graduate students and teaching writing for publication. *European Association for the Teaching of Academic Writing* (Virtual).
- \*Driscoll, D. L.,** Powell, R., Field-Rothschild, K., Wells, J. (2021, 10 April). Disciplinarity and Transfer Ten Years Later: A Multi-institutional Investigation into Student Perceptions of Learning to Write. *Conference on College Composition and Communication* (Virtual).
- \*Driscoll, D. L.** (2021, 5 March). The Person-Context-Time Model: Using Writing Development as a Framework. *International Writing Research Across Borders Conference*, Virtual.
- \*Driscoll, D. L. & Cui, W.** (2019 17 Oct). Visible and Invisible Transfer: Using Longitudinal Transfer Research to Support Tutoring Practices. *International Writing Center Association*. Columbus, OH.
- \*Driscoll, D. L.** (2018, 16 March). Tracing Students' Long-Term Writerly Development and Writing Transfer through Transformative Writing Experiences. *Conference on College Composition and Communication*, Kansas City, Mo.
- \*Driscoll, D. L.** (2018, 16 March). Invisible Transfer and Transfer of Learning Methodologies (A Response). *Conference on College Composition and Communication*, Kansas City, Mo.
- \*Driscoll, D. L. & Zamin, N.** (2018, 14 March). Research-Based Support for Graduate and Faculty Writers. *Conference on College Composition and Communication: Pre-Conference Workshop*. Kansas City, MO.
- \*Driscoll, D. L.** (2017, 11 November). "The Changing Landscape of Writing Centers: Institutional Status, Writing Production, and Disciplinary Identity." *International Writing Center Association Conference*, Chicago, IL.
- \*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

---

### ***Funded External Grants***

Key personnel (Writing Center services) for "A Collaborative Pennsylvania-wide Community College Consortium for Enhancing STEM and Cybersecurity Education." National Science Foundation. Dr. Waleed Farag, PI. (\$11,000,000)

Key personnel (Writing Center services) for "Big Ideas: Transformative Culture and the Professions." Teagle Foundation, National Endowment for the Humanities. Dr. Lynn Botelho, Dr. Bryna Siegel Finer, and Dr. Melanie Holm, Co-Pis. (\$200,000).

Conference on College Composition and Communication Research Initiative Grant. "The Box Under the Bed: Ten Years and Beyond." (\$10,000). Submitted September, 2018 with Jennifer Wells, Katherine Rothschild, and Roger Powell.

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.

### ***State System Grants***

Building Health, Wellness, and Faculty Resiliency in a time of Challenge and Change PA Faculty Health and Welfare. Healthy Lifestyle Initiative Grant (\$1384). Pennsylvania State System of Higher Education. With Theresa McDevitt, Stephanie Taylor-Davis, Veronica Paz, and Lorraine Guth.

### ***Internal Grants***

Center for Teaching Excellence Teaching Circle Grant. Fall 2018. Open Educational Resources Teaching Circle (\$500).

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.

## AWARDS

---

*2023 Best Writing Across the Curriculum Article or Chapter focused on Research.* With Omar Yacoub for “Threshold Genres: A 10-Year Exploration of a Medical Writer’s Development and Social Apprenticeship through the Patient SOAP Note. *Written Communication* (39:2, 2022). One award per year offered by the International Association for Writing Across the Curriculum and the WAC Clearinghouse.

*2023 Indiana University of Pennsylvania Dean’s Award for Research.* One award per year is offered by each college dean.

*2023 Indiana University of Pennsylvania Center for Teaching Excellence award for Mentoring.* One award a year is offered for outstanding mentoring.

*2022 Affordable Learning Champion* from Affordable Learning PA Organization. With co-editor of *Writing Spaces* Dr. Matthew Vetter.

*2020 Indiana University of Pennsylvania University Senate Award for Research.* Prestigious award that is offered to one faculty member per year at Indiana University of Pennsylvania.

*2019 Indiana University of Pennsylvania Center for Teaching Excellence Award, Awarded for “Content Pedagogy” for my new course design, ENG 835: Research Design and the Craft of Writing.*

*2014 Oakland University Excellence in Teaching Award. Only one teaching award per year is awarded to Oakland University tenure-line faculty for exemplary teaching.*

*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 WRITING PROGRAM ADMINISTRATION

*Founding Director, Center for Scholarly Communication, Indiana University of Pennsylvania, July 2024 – Present.*

- Visioning and proposing a new Center for Scholarly Communication to support students, faculty, and staff all members of the IUP campus community including: writing for publication, poster presentations and conference oral presentations, proposal writing, and dissertation/thesis writing support.
- Administration of all aspects of the CSC including:
  - Ongoing assessment of all services
  - Fundraising and budget management
  - Staffing and professional development
  - Development of a comprehensive suite of services including:
    - Scholarly editing and writing service
    - Dissertation and thesis writing boot camps
    - Writing groups for students, faculty, and staff

- Mentoring for writing for publication and scholarly writing
- Online and asynchronous resources
- Development of the Graduate Research and Writing Credential

*Director, Kathleen Jones White Writing Center, Indiana University of Pennsylvania.*  
June 2019 – June 2024.

- Administration of all aspects of the writing center including:
  - Face-to-face, satellite, and online synchronous tutorial services for IUP community
  - Hiring and tutor recruitment
  - Tutor education and tutor professional development
  - Daily operations
  - Advertising and promotions on campus
  - Workshops and events
  - Budgeting, annual reporting, and assessment
  - Management of a \$250,000 endowment
- Special program development:
  - Development and visioning of a new physical space for the JWWC (2021 – 2023)
  - Development of Community Writing Center / Service learning initiative that includes workshops and tutoring available through the Indiana PA Free Library (2021-2022)
  - Development of the Business Writing Credential offered through the Jones White Writing Center (2021-present)
  - Development of Dissertation and Thesis Writing Boot camps (staffing, programming, advertising, schedule) (offered 1/term) (2020-present)
  - Development of an extensive set of professional development experiences for graduate student tutors including mentoring and work in assessment, pedagogy, and administration (2019-present)
  - Development of workshop series for writing for publication including writing literature reviews, time management for dissertation writing, writing for publication, and grant writing (rotating workshops offered each term, 15 new workshops developed) (2019-present)
  - Development of 12-week graduate writing groups for dissertation and thesis writers (offered each term) (2019- present)
  - Collegiate Reading and Learning Association (CRLA) tutor certification program acceptance (Level 1 and 2) (2019 – present)
  - Development of multi-phase assessment and annual reporting strategies (2019-present)
  - Transition from walk-in service to robust schedule system (2019)
  - Expansion of online tutoring offerings (synchronous, asynchronous), training, and assessment (2020-present)
  - Planning for campus-based initiatives such as our National Day on

Writing event and Research Party event (2019 – present)

*Director, Kathleen Jones White Writing Center, Indiana University of PA.*  
Summer II Session, 2016 & 2018.

Oversight of face-to-face and online tutorial services, daily operations, and writing center special projects.

*Job Placement Coordinator, Composition and TESOL, Indiana University of PA*  
May 2016 - Present.

Developed and offered year-long workshop program for graduate student professional development, mock interviews, and resource library (15-20 workshops a year). Offered one-on-one consultations and job search support for job seekers and current students.

*Mentoring Coordinator, Composition and TESOL Program*  
Fall 2015- Present.

Oversight of the teacher development and mentoring of doctoral students hired as Teaching Associates and Part-Time Temporary Faculty teaching Liberal Studies English. Developed regular meetings and workshops on composition pedagogy; offered individualized teaching support; offered faculty mentor support; scheduling; evaluation and yearly review; programmatic assessment; annual reporting.

*Director, Embedded Writing Specialist Program, Oakland University,*  
Summer 2012-Summer 2015.

Hired, trained, and placed writing center tutors into developmental writing courses. Developed and offered professional development and on-going training, scheduling, faculty outreach and professional development, program assessment, program reporting, materials development.

*Faculty Fellow, Center for Excellence in Teaching and Learning, Oakland University*  
Fall 2013-Spring 2014

Offered support, workshops, and consultations for faculty in various topics in teaching and learning including writing for publication, writing across the curriculum, and teaching and learning research. Visioning and 5-year planning for CETL, assessment, offered the 2014 Teaching and Learning Conference, and led year-long faculty institute on the Scholarship of Teaching and Learning.

*Chair and Co-Chair, WRT Assessment Committee, Oakland University*  
Fall 2009 –Spring 2015.

Led assessment committee in designing and conducting program-based assessments of general education writing courses (Basic Writing, Composition I, and Composition II) and the major in Writing and Rhetoric. Engaged in Assessment design and methods, training raters, scheduling, preparing files, quantitative data analysis (descriptive and inferential),

reporting results, and spearheading changes based on assessment results.  
Developed recruitment strategies based on assessment.

*Technical Coordinator, Purdue OWL,  
Summer 2007 – Summer 2008.*

Responsible for all technical aspects of the Purdue OWL including web design, server maintenance, troubleshooting, addressing user issues, annual reporting, grant writing, research, and usability testing.

*Coordinator, Purdue OWL  
Summer 2006 – Summer 2007*

Responsible for content management for Purdue OWL. Managing content developers, revising website, to revise outdated materials, transferring content to new site, developing new content, addressing user needs/concerns, planned and piloted an online tutoring system (VCAP).

## TEACHING

---

### Graduate Courses

*ENG 880: Writing for Publication\** (5 sections, IUP)

Prepares graduate students for writing for publication in academic, peer reviewed journals. This course explores the publication process from three perspectives: that of the writer, that of the writing, and that of audiences who engage with the writing. This will include an exploration of students' writing processes, establishing a writing practice, time management, genre conventions, building arguments, working with theory and data, and how the professional publication process works.

\*New course design for the Composition and TESOL Doctoral Program

*ENG 835: Research Design and the Craft of Writing* (14 sections, IUP)\* \*\*

Advanced seminar in professional academic writing and research design. Students explore topics suitable for dissertation research, complete a dissertation proposal, and understand the opportunities, constraints, and contexts of professional academic writing.

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

\*\* I won a Center of Excellence teaching award in 2019 for this course

*ENG 867: Research in Writing Programs and Writing Centers* (5 Sections, IUP).

Examines the history, theory, and everyday practices that surround writing centers and writing programs, including advances in writing across the curriculum and writing in the disciplines.

*ENG 830: Teaching Writing* (3 sections, 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 820: Quantitative Research* (3 sections, IUP).

Presents students with the conceptual aspects of designing, constructing, and analyzing quantitative research in Composition and Applied Linguistics. Also provides students with practical experience designing a quantitative study, constructing appropriate research instruments, acquiring IRB approval, collecting data, analyzing data, and reporting results.

\*This course conducted the MA-TESOL program assessment for 2017-2019.

\*This course began development on the Proposed School of Osteopathic Medicine's Empathy Writing Assessment project in 2024'

*ENG 845: Special Topics: Writing Transfer, Writing Development, and Longitudinal Research* (1 section, IUP)\*

Explores three interrelated concepts: the concept of learning transfer as it applies to writing, the concept of learning development, and the method often used to understand those: longitudinal research. Students will have a broad understanding about how the concept of learning transfer applies to the study, research, and teaching of writing and language. Students will be able to trace both historical and contemporary understandings of learning transfer, writing transfer, lifespan research, and writing development and how those understandings may influence their own work through curricula, program design, assessment, program administration and research. We will also explore longitudinal research as a useful method to employ for this kind of work.

\*New course design for the Composition and Applied Linguistics program

*ENG 649: Intro. to Research for Applied Linguistics and TESOL* (3 sections, IUP).

Explores the basic concepts and methods of conducting and reading research in applied linguistics and TESOL. Focuses on cultivating academic writing ability.

*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**

*ENG 220: Advanced Composition* (1 section, IUP)

Course focuses on building writerly identity, writing knowledge, and supports the development of an individual writing practice. Students will better understand and apply core aspects writing knowledge: rhetorical situations (audience, purpose, context), writing style, writing craft, and genre theory. Students will explore and integrate flow states, writing



processes, motivations, identity, dispositions into your writing practice. To reflect on yourself as a growing professional who uses writing for a variety of purposes.

*WRT 360: Global Rhetorics* (3 sections, Oakland)\*.

Interdisciplinary course tracing the contemporary and historical uses of rhetoric and written communication in non-Western cultures.

\*New Course design for the Writing and Rhetoric Major at Oakland.

*WRT 370: Special Topics: Grant writing* (1 section, Oakland)\*

Service learning course where students learn grant writing through pairing with a community partner to write a full grant including an application narrative, budget, and supporting documents.

\*New Course design for the Writing and Rhetoric Major at Oakland.

*WRT 370: Special Topics: Research Methods in Writing and Rhetoric* (Oakland, 1 section)

Read, evaluate, and conduct empirical research studies in writing and rhetoric. Design original projects, collect data, and write for publication.

\*New Course design for the Writing and Rhetoric Major at Oakland.

*SUS 201: Introduction to Sustainability Studies.* (1 section, IUP).

Introduces students to a range of interdisciplinary issues within sustainability studies including energy, land use, transportation, waste, and environment. Students work on a service learning project that benefits the community.

*LBS200: Interdisciplinary Approaches to Research Methods in Liberal Studies* (2 sections, Oakland).

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).

\*New Course design for the Bachelor of Liberal Studies Major at Oakland

*WRT320: Peer Tutoring in Composition* (16 sections, Oakland)\*,\*\*.

Provides students with a strong foundation in peer tutoring strategies, theories, pedagogies, and an introduction to writing center work.

\*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.

\*\*I won a College of Arts and Sciences community service award for this course

*WRT394: Literacy, Technology, Civic Engagement* (1 section, Oakland).

Explores and application of technology in the discipline of Writing and

Rhetoric.

*WRT 497 Apprentice College Teaching* (6 sections, Oakland).

Allows advanced undergraduate students to serve as a teaching assistant for a writing course. Course design, assignment design, and composition pedagogy.

*LIN 344: Language Acquisition and Literacy Development and Language Acquisition* (1 section, SUNY Stony Brook).

Examines language acquisition, written and spoken language development, reading development, and literacy instruction for content-area courses.

### **First Year Composition Courses**

*ENG 100: Basic Writing* (IUP).

Developmental writing course emphasizing learner development, writing process, and learning transfer.

*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* (SUNY Stony Brook).

Program for minority and low-income high school students where students were taught academic and professional writing.

### **Invited Guest Lectures**

2017 - *Miami of Ohio University: ENG 710: Threshold Concepts & Knowledge Transfer Across Disciplines and Contexts.* Instructor: Dr. Elizabeth Wardle. Discussion on Transfer of Learning and Metacognition.

2016 - *George Mason University: ENGH 822: Service, Activism, and Propaganda* taught by Dr. Michelle La France. Discussion on the APSCUF Strike and service learning.

### **MENTORING AND ADVISING**

---

#### **Dissertation Committee Chair, Composition and TESOL Doctoral Program, IUP**

##### *Completed Dissertation Chairships*

- 2021 – 2024: Sayed Ali Reza Ahmadi. “ Exploring the use of metacognition in teaching writing: a case study of the first-year composition instructors in the US”
- 2017 – 2022: Wenqi Cui, “Transfer across media: exploring the impact of digital literacy on transferring from print-based writing to digital-mediated writing in the first-year writing class”
- 2018 – 2022: Hind Alsheri, “An Exploratory Case Study of Writing Centers in Saudi Arabia”
- 2021 – 2023: Omar Yacoub, “Undergraduate STEM Students’ Ways of Transferring Prior and Concurrent Knowledge: Exploring Disciplinary and Individual Knowledge Domains”
- 2020 – 2022: Brianna Doyle, “Supporting Students with Disabilities in Composition Studies”
- 2018 – 2021: Kyle Boswell, “Crying in the teacher’s lounge: The unseen labor of secondary writing center directors.”
- 2018 – 2021: Jing Zhang, “Writing Center tutoring in China: What do Students Need?”
- 2016 – 2021: Jennifer Haigh, “A fish out of water: Cultivating a sense of belonging for first generation college students in the writing center
- 2017 – 2021: Nouf Alshreif, “Thinking about thinking: How multilingual writers’ metacognition facilitates knowledge transfer
- 2017 – 2021: Daewoo Jin, “Exploring students’ epistemology: Towards an epistemological inquiry in the first year writing classroom”
- 2018- 2020: Krista Sarraf, “Modeling creativity in workplace writing: A study of fundraising professionals’ rhetorically situated creativity.”
- 2018-2020: Kath Rothschild, “I was a writer, even if teachers brought me down: The impact of WID-oriented curriculum on students’ writerly identity development”
- 2016 – 2019: 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 – 2019: Jonathan O’Brien, “Constructs of stylistic production and reception: Vetting and extending the sociocultural theory of style”
- 2016 – 2019: Hind Alazhrani – “Investigating self-regulated learning behaviors that Saudi female language learners hold and its relationship to their literacy learning”
- 2015 – 2018: 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 – 2018: 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 – 2018: Debbie Brown, “Instructor-student conferencing as pedagogy: Measuring ISC’s impact on student writing, self-efficacy, and revision”
- 2016 – 2018: Abdullah Darwish, “Exploring academic and disciplinary literacy socialization and enactment of international undergraduate students”

#### *In Progress Dissertation Chairships*

- 2017 – Present: Riza Elfana, “Exploring Multiliteracy Writing Centers”
- 2020 – Present: Jimalee Sorrell, “Exploring teacher responses to large class sizes: A Quantitative Approach”
- 2020 – Present: Anne Flemming, “Asynchronous Tutoring Practices in the Writing Center”
- 2021 – Present: Islam Medhat, “Expert Writing Processes for STEM Professional Writers”
- 2021– Present: Madelyn Carroll, “Exploring Creative Writing in the Writing Center”
- 2021 – Present: Andrew Yim, “Self-Sponsored Writing in Multilingual Students”
- 2021 – Present: Paige Ray. “Experiences of Writing Transfer Among Rural Students:: The Effects of Rural Identities on Dispositions of Writers in FYW Courses
- 2022 – Present: Dalia Seif-Allah, “Social Media Writing and Muslim Women’s Identities.”
- 2022 – Present Aqib Ali “Trans-affirmative Narrative Exposure Therapy (TA-NET) as Trauma-informed Literacy for Transgender Students in Pakistan

#### **Dissertation Committee Readerships, Composition and TESOL Program**

##### *Completed Readerships*

- 2016 – 2018 – Emily Simnitt, “Novice academic authorship in the multilingual digital age.”
- 2016 – 2018 – Alaa Alhamdam, “Multilingual codeswitching between Arabic and English structural patterns, conversation strategies, identity exhibitions, and educational applications”

- 2016 – 2018 – Haytham Bakri, “The effect of dynamic written corrective feedback on Saudi EFL Students’ writing accuracy: A four week study”
- 2016 – 2018 – Catherine Kelly, “Portrayals of Multilingual Speakers of English in 6 years of *USA Today*”
- 2016 – 2017 – Justin Nicholes, “Exploring how chemistry and English majors understand and construct disciplinary identities in relation to life, departmental, and writing experiences: Implications for WAC and retention
- 2015- 2017 – Laura Schubert, “Exploring the connections between students’ mindsets and their writing: An intervention study with a course-embedded writing tutor”
- 2016 – 2018– William Donohue, “Student assessment of a composition program: A descriptive study of program outcomes from the student perspective”
- 2015 – 2017– Emmett Ryan, “Fast food and slow composition: Teaching food studies in the college writing classroom”
- 2017 – 2019– Bita Bookman, “Transnational Teacher-Scholars: Voices and Practices”
- 2017- 2019– Sukanto Roy, “Exploring multilingual writers’ preference between audio and written feedback and the impact of feedback format on their revision process in first year composition”
- 2016-2019 – Marissa McKinley, “Constructing, reading, and responding to the Polycystic Ovarian Syndrome (PCOS) body”
- 2015 –2019– Tong Zhang, “Multilingual Writers’ self-efficacy and identity in a college composition class”
- 2017 – 2020 – Abigail Michelini, “Placing an ear on the heartbeat of America: Rhetorical listening as a strategy for effective communication in political spheres”
- 2016 – 2020 – Anthony Schiera, “Writing Center Tutors or English Language Tutors: How Middle East Writing Center Tutor Training Documents Position Tutors and How Tutors Positions Themselves”
- 2016 – 2021– Lori Woods: “Alive inside: Transformation, capital, and zombies in the composition classroom”
- 2015 – 2020– Leigh Ann Dunning, “Peer tutors as writing center researchers: Case studies of tutors learning and employing interviewing skills”
- 2018 – 2021– Nawal Alhodithi, “English Department Faculty Experiences with Undergraduate Research”
- 2017 – 2021 – Jun Akiyoshi, “How do Writing Teachers from Diverse Backgrounds Construct, Negotiate, and Perform their Writing Teacher Identity in the US College Composition Courses?”

### **Completed Dissertation Outside Readerships**

- 2015 – 2016 – Amy Ann Metcalf, (Rhetoric and Composition, Wayne State U.)
- 2012– 2015– Adrienne Jankens (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)

## **MA in Teaching English as a Second Language Chairships and Readerships, IUP**

### *Completed Chairships*

- 2018 – 2020, Sayed Ali Reza Ahmadi, “Fostering Metacognition in Saudi EFL Courses”
- 2017-2018 – Stephanie Hilliard, “Encouraging writing transfer through writing prompts”

### *Completed Readerships*

- 2017 – 2018 – Vindi Kaladana, “Composing Pantun in English Indonesian EFL students’ perceptions and desire to write poetry in the ELF classroom”

### **Other Mentoring**

- 2020 – Jing Zhang, IWCA Dissertation Research Grant (\$1500)
- 2019 – Nouf Alsherif, CCCC Scholars for the Dream Award (\$1000)
- 2018 – Lara Hauer, IWCA Research Grant (\$1500) for Dissertation Project
- 2016-2017 – Justin Nicoles, WPA-GO Committee (National Service)
- 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

### **Liberal Studies English Graduate Student Teacher Mentoring**

One-on-one mentoring of new teachers of writing. Mentoring includes observations, feedback on course design and lesson planning, and support for classroom issues.

- Fall 2015: Nadia Zamin (ENG 202)
- Spring 2016: Leonora Anyango-Kivuva (ENG 202, Multilingual Writer Section); Nadia Zamin (ENG 101, Branch Campus)
- Fall 2016: Abdullah Darwish (ENG 101)
- Spring 2017: Abdullah Darwish (ENG 101),
- Fall 2017: Sukanto Roy (ENG 101), Daewoo Jin (ENG 101)
- Spring 2018: Justin Nicholes (ENG 202)
- Fall 2018: Rajwan Alsheefy (ENG 101); Yi Yu (ENG 101)
- Spring 2019: Mohamed Yacoub (ENG 101 Online; ENG 202); James Swider (ENG 202); Jun Akiyoshi (ENG 101)

### **PROFESSIONAL MEMBERSHIPS**

---

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

### **NATIONAL AND INTERNATIONAL PROFESSIONAL SERVICE**

---

**Founding Editorial Board Member, Southern Illinois University Press, *Writing Research, Pedagogy, and Policy Series*. 2017 – Present.**

- Review book proposals and manuscripts
- Work with other members of the board and editor to vision and plan the series

#### **CCCC Research Impact Award 2019 Committee**

- Selects the book for the prestigious *CCCC Research Impact Award*
- Develops rubrics for reading; writes and presents award at CCCC conference

#### **CCCC Social Justice/Safety Committee Member for the 2018 CCCC Conference**

- Developed and analyzed surveys for CCCC members
- Developed a "Buddy System" program to assist members in travel safety
- Developed training materials for social justice

### **Executive Committee, Conference on College Composition and Communication (CCCC), 2014 – 2017**

- Elected by CCCC membership to serve on committee that leads CCCC (my field's flagship professional organization)
- Attended two meetings a year for policy setting and decision making for my field's organization; engaged in various other emails and small group decision making throughout the year
- Worked on "Professionalization" subcommittee; developed and surveyed CCCC members and created action plans
- Duties included fiscal oversight, award distribution, policies, and conference planning support

### **Founding Editorial Board Member, *Peer Review* (An IWCA Journal), 2015 – 2017**

- Visioning and planning for the journal's first two issues
- Blind peer reviews, working in conjunction with a graduate student reviewer offering mentoring and support

### **CCCC Doctoral Consortium Representative for IUP, 2016 – Present**

- Attend CCCC Consortium meetings as IUP's representative

### **Book and Journal Reviews (Blind Peer Reviews)**

- Book Reviewer, Utah State University Press, 2016 - Present
- Book Reviewer, Oxford University Press, 2015 – Present
- Book Reviewer, WAC Clearinghouse, 2022-Present
- Grant Reviewer, Swiss National Science Foundation, 2020
- Journal Reviewer, *Written Communication*, 2019 – Present
- Journal Reviewer, *Composition Studies*, 2018- Present
- Journal Reviewer, *Journal of Academic Writing*, 2022-Present
- Journal Reviewer, *Pedagogy*, 2016 – Present
- Journal Reviewer, *Journal of Academic Writing*, 2022- Present
- Journal Reviewer, *College English*, 2018 - Present
- Journal Reviewer, *Prompt*, 2018- Present
- Journal Reviewer, *Across the Disciplines*, 2016 - Present
- Journal Reviewer, *College Composition and Communication (CCC)*, 2012 – Present
- Journal Reviewer, *Journal of Writing Assessment*, 2017 - 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

### **Conference Reviews (Blind Peer Reviews)**

- Conference Reviewer, Stage 1, Conference on College Composition and Communication, 2014 – 2021



**CCCC Wikipedia Task Force, 2014 – 2016**

- Worked with the committee to compile, analyze, create, and update Wikipedia entries connected to field's professional organizations, key concepts, and practices to help increase the visibility of the field

**Other Professional Service**

- 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

**UNIVERSITY SERVICE - IUP**

---

**IUP Institutional Review Board, Summer 2024 – Present.**

- Review and discuss research protocols requiring a full IRB ethics review

**Center for Teaching Excellence, Advisory Board and Coordinator for Scholarship of Teaching and Learning, Summer 2024 – Present.**

**IUP Middle States Committee – Assessment (Working Group 5) – Fall 2023 – Summer 2024**

- Served as a committee member on our campus-wide assessment committee
- Developed a campus-wide survey for our Middle States assessment committee to understand campus-wide assessment

**IUP Learning Commons Partners. Fall 2022- Summer 2024**

- Attending regular meetings and developing activities, events, and connections with other learning partners.

**Scholars' Forum Committee – Fall 2021 – Present**

**College of Arts and Humanities Research Committee – Fall 2022 – Spring 2023**

**IUP-APSCUF Alternative Workload Equivalent Committee – Fall 2021- Spring 2022**

- Data collection and analysis on faculty workloads

**IUP Next Generation Student Services Council – Summer 2021- Fall 2021 Leadership Council; Chair of "Student Services" committee**

- Data collection from campus constituents
- Writing recommendations for IUP's strategic planning

**APSCUF Social Justice Committee, Fall 2018 – Spring 2019**

- Examining and addressing issues of supporting diversity on campus, and

between campus and the broader community

**APSCUF University Wide Sabbatical Committee, Fall 2018 – Spring 2020**

- Elected Committee Member

**Open Educational Resources Ad Hoc Committee, Spring 2018 – Spring 2019**

- Developed and released a survey about use and implementation of Open Education Resources (OER) at IUP
- Developed and co-facilitated an OER Teaching Circle (Fall 2018 – Spring 2019)
- Wrote grant and secured CTL Funds to bring Guest Speaker to Campus, Spring 2019
- Met with university stakeholders surrounding Open Educational Resources, ran workshops for broader campus community

**Faculty Adviser, National Council of Teachers of English Club, Spring 2022**

- Work with students on visioning, long-term planning, and strategic planning for events and fundraising
- Offered workshops and information for students each year

**Faculty Adviser, Spirit of the Oak Student Club, Spring 2016 – Present**

- Worked with students on visioning and long-term planning
- Strategized outreach and ways of making campus more welcoming and inclusive for religiously diverse students
- Offered workshops for students each year
- Assisted students on group planning, outings, and room reservations
- Developed strategies for secure funding for student group, both on and off campus
- Work with individual students for support

**Community College Expo Committee, Fall 2017 – Spring 2018**

- Developed and produced an online streaming component using Blackboard Collaborate so that summer students/distance education students could attend
- Worked with committee on various other initiatives relating to the event including advertising, recruiting speakers, expo preparation

**English Department APSCUF Alternate, Fall 2017- Spring 2018**

**ENGLISH DEPARTMENT AND PROGRAM SERVICE - IUP**

---

**Composition and Applied Linguistics Program Committee, 2015 – Present**

- Curriculum development, revision, and visioning, including full curriculum redesign in Fall 2018- Spring 2020
- Qualifying Portfolio Readings decisions (yearly)
- Admissions readings and decisions (yearly)

- Program-based assessment
- Recruitment of doctoral students

**MA-TESOL Assessment Committee Co-Chair** (Spring 2019- Spring 2020).

- Co-Designed and oversaw assessment of the MA-TESOL program, phases II and III

**English Department Temporary Faculty Hiring Committee (Chair for C&T, Stage 1) –Spring 2016 – Spring 2020**

- Serve as head of the Stage I Hiring Committee for TAs/TFs in C&T
- Communications and informational meetings with prospective applicants
- Oversight of review and ranking process for committee
- Scheduling and conducting interviews for new applicants with committee
- Reviewing and rank all applications

**English Leadership Committee, Spring 2018 – Spring 2019**

- Address issues of collaboration and recruitment among different English unit
- Propose department-wide policies

**English Department LSE Committee, 2017- Present**

- LSE ENG 101 Goals Revision Subcommittee work revising ENG 101 goals (passed by English faculty in Spring 2018)
- Oversight and support for LSE Courses
- Supporting assessment initiatives in LSE classes
- Serving as a liaison between LSE and C&T Mentoring Program

**English Department LSE Basic Writing Committee, 2016 –2017**

- Helped revise manual for Basic Writing Course
- Advisory and oversight of BW course
- Assessment of the BW course

**English Department Summer School Committee, 2017 – 2021** (Elected position)

**English Department Hiring Committee (Two Positions), 2015 – 2016**

- Advertising of positions nationally
- Reading, ranking, and discussing applications (for two positions)
- Developing questions and participating in phone interviews with all candidates
- Working with committee members to arrange and schedule campus visits
- Hosting six job candidates including hosting lunches, offering campus tours, setting up equipment for presentations, etc.

**Visionary for English Department Word Wall in HSS 506 Suite, 2016**

- Proposed and did initial research on word wall construction

- Worked with graduate students in producing Word Wall for the HSS 506 Suite

### **Composition and TESOL Program Service and Committees**

- Composition and TESOL Awards Committee, 2015- Present
- Composition and TESOL Election Committee, Spring 2018
- Composition and TESOL QP Appeals Committee, Spring 2016 and Spring 2017
- Spearheaded effort to develop a Diversity Statement for C&T, Spring 2017
- CCCC IUP Reunion Faculty Organizer, 2016 and 2018

### **Other English Service:**

- Host for Graduate Student Meeting with Dr. Mike Palmquist, November 9, 2016
- English Department Representative, IUP Open House/EXPO, November 7, 2015
- LSE Orientation Presenter, 2016, 2017, 2018, 2019

### **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**

---

### **Community Service in a Professional Capacity**

- Ancient Order of Druids in America, 2013-present. International

- President of the Board of Directors (2019-present)
- Board of directors (2015-2019)
- Chief Editor of AODA publishing house (2013-present)
- Grant writing for Non-Profit Organizations, workshop offered through the Indiana Free Library, 2021
- Community Writing Center (Director, Organizer), free tutoring offered to the greater Indiana PA community, 2021
- Community Grant Writer, Indiana PA Community Garden (10 hours of service), Summer 2016
- Community Grant Consultant, 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