

**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**


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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**

<i>Associate Vice Chancellor of Teaching and Learning</i>	September 2021-
<i>Professor of Writing Studies</i>	June 2009-
<i>Faculty Director, Center for Innovative Teaching, Research, and Learning</i>	June 2018-
<i>Associate Dean, Undergraduate Education</i>	June 2015-June 2016; June 2018-September 2021
<i>Interim Dean, Undergraduate Education</i>	July 2016-June 2018
<i>Director, Writing Program</i>	July 2009-June 2015

**Eastern Michigan University**

<i>Professor of English</i>	2008-2010
<i>Associate Professor of English</i>	2003-2008
<i>Assistant Professor of English</i>	2000-2003
<i>Director of First-Year Writing</i>	2000-2010
<i>Faculty Director, University Writing Center</i>	2008-2010

**University of Michigan-Dearborn**

<i>Assistant Professor of Composition and Rhetoric</i>	1997-2000
<i>Writing Center Director</i>	

**University of Minnesota**

<i>General College</i>	
<i>Teaching Specialist in Composition</i>	1994-1997
<i>Co-Director, Writing Program</i>	1995-1997
<i>Graduate Teaching Assistant in Composition</i>	1990-1994

**SCHOLARSHIP**


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(\* 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 (2<sup>nd</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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. Parette 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. Triantafyllia 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 Writing Enriched Curriculum Symposium Minneapolis, MN	March 2018
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 University of Houston, Houston, TX (as Martha Guano Houston Distinguishing Visiting Professor)	March 2014
CWPA Summer Workshop for New/Returning WPAs Savannah, GA/Normal, IL	July 2013, July 2014
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 21 <sup>st</sup> 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 Baltimore, MD	February 2009
<u>Selected Conference Presentations</u> (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 Francisco, 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 Conference on Community Writing, Denver, CO	October 2017
The WPA's Guide to Data Analytics Council of Writing Program Administrators Annual Meeting, Knoxville, TN	July 2017
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 Transfer 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 Avila (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 Administrators	2002-2005
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 <i>Naming What We Know</i> )	2015
CCCC Writing Program Certificate of Excellence (awarded to Writing Program)	2012
CWPA Best Book Award (for <i>The Activist WPA</i> )	2009

### **UC Santa Barbara Awards/Grants**

Distinguished Teaching Award	2016
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#### 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