

**Thomas A. Deans**  
**Professor, Department of English**  
**Director, University Writing Center**  
**University of Connecticut, Storrs**

Date of first appointment: 2005

Revised November 2016

Department of English  
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Storrs, CT 06269  
(860) 486-9728  
tom.deans@uconn.edu

**EDUCATION**

Ph.D. University of Massachusetts at Amherst, English, 1998  
M.A. Georgetown University, English, 1992  
A.B. Georgetown University, English, 1989

**PROFESSIONAL HISTORY**

2015- Professor of English | Director, University Writing Center  
Faculty Director, Human Rights & Action Learning Community  
2005-2015 Associate Professor of English and Director, University Writing Center  
2002-2005 Assistant then Associate Professor of Rhetoric & Composition and Nancy & Buster  
Alvord Director of College Writing, Haverford College (promoted and tenured, 2005)  
1998-2002 Assistant Professor of English and Associate Director of the Expository Writing  
Program, Kansas State University  
1997-1998 Head Resident, Mount Holyoke College  
1993-1997 Program Coordinator, Math English Science Technology Education Project, School of  
Education, University of Massachusetts Amherst  
1992-1993 Resident Advisor, Georgetown University Renaissance Studies Program in Italy  
1990-1992 Resident Director, Office of Residential Life, Georgetown University  
1989-1990 Director of Student Services, Link Community School, Newark, NJ

**RESEARCH INTERESTS**

Writing Studies, Composition Theory, Writing Across the Disciplines, Community-University  
Partnerships/Service-Learning, Writing Centers, Writing Assessment, Representations of Writers  
in Literary and Sacred Texts, Early Modern Literature, Shakespeare, History of Literacy

**PUBLICATIONS**

Books

*Writing and Community Engagement: A Critical Sourcebook*. Edited by Thomas Deans, Barbara  
Roswell, and Adrian Wurr. Bedford/St. Martin's Series in Rhetoric and Composition.  
Boston: Bedford/St. Martin's, 2010.

*Writing and Community Action: A Service-Learning Rhetoric and Reader*. NY: Longman, 2003.

*Writing Partnerships: Service-Learning in Composition*. Urbana, IL: National Council of  
Teachers of English Press, 2000.

## Book Series

Founding Series Co-Editor, with Mya Poe, *Brief Guides to Writing in the Disciplines*. Oxford University Press.

*Writing in Biology: A Brief Guide*. Leslie Ann Roldan & Mary Lou Pardue, 2016.

*Writing in Engineering: A Brief Guide*. Robert Irish, 2016.

*Writing in Political Science: A Brief Guide*. Mika LaVaque-Manty & Danielle LaVaque-Manty, 2016.

*Writing in Sociology: A Brief Guide*. Cary Moskovitz & Lynn Smith-Lovin, 2017.

*Writing in Nursing: A Brief Guide*. Thomas Lawrence Long & Cheryl Beck, 2017.

*Writing in Anthropology: A Brief Guide*. Shan-Estelle Brown, 2017.

## Peer-Reviewed Journal Articles

“1-Credit Writing-Intensive Courses in the Disciplines: Results from a Study of Outcomes in Four Disciplines: Allied Health, Animal Science, Economics, Nutritional Sciences.” Under review.

“Summing Up the Session: A Study of Student, Faculty, and Tutor Attitudes Toward Tutor Notes.” Co-authored with Melissa Bugdal and Kristina Reardon. *Writing Center Journal* 35.3 (Fall 2016): 17-39.

“Finding a Room of Their Own: Programming Time and Space for Graduate Student Writing.” Co-authored with Kristina Reardon and Cheryl Maykel. *WLN: A Journal of Writing Center Scholarship* 40:5-6 (Jan/Feb 2016): 10-17.

“The Rhetoric of Jesus Writing in the Story of the Woman Accused of Adultery (John 7.53-8.11).” *College Composition and Communication* 65.3 (Feb 2014): 406-429.

“Richard Rorty’s Social Hope and Community Literacy.” *Community Literacy Journal* 3.2 (spring 2009): 3-18.

“Genre Analysis and the Community Writing Course.” *Reflections: Studies in Writing, Service-Learning, and Community Literacy* 5:1&2 (2006): 7-25.

“Writing, Revision and Agency in *Hamlet*.” *Exemplaria: A Journal of Theory in Medieval and Renaissance Studies* 15.1 (spring 2003): 223-243.

“Service-Learning in Two Keys: Paulo Freire’s Critical Pedagogy in Relation to John Dewey’s Pragmatism.” *Michigan Journal of Community Service Learning* 6 (fall 1999): 15-29.

“Writing Out of Bounds: Service-Learning Projects in Composition and Beyond.” With Zan Meyer-Goncalves. *College Teaching* 46.1 (winter 1998): 12-15.

## Chapters in Edited Collections

“Intake and Orientation: The Role of Initial Writing Center Consultations with Graduate Students.” Co-authored with Patrick Lawrence and Molly Tetrault. *Re/Writing the Center: Pedagogies, Practices, Partnerships to Support Graduate Students in the Writing Center*. Eds. Susan Lawrence and Terry Myers Zawacki. Utah State University Press, in press.

“University of Connecticut Writing Center.” Co-authored with Kathleen Tonry. *Writing Program Architecture: Thirty Cases for Reference and Research*. Eds. Bryna Siegel Finer and Jamie White-Farnham. Utah State University Press, in press.

“Loyola’s Literacy Narrative: Writing and Rhetoric in *The Autobiography of Saint Ignatius Loyola*.” *Traditions of Eloquence: The Jesuits and Modern Rhetorical Studies*. Eds. Cinthia Gannett and John Brereton. Fordham University Press, 2015. 73-87.

“Sacred Texts, Secular Classrooms, and the Teaching of Theory.” *Mapping Christian Rhetorics: Connecting Conversations, Charting New Territories*. Eds. John Michael

DePalma and Jeffrey Ringer. *Studies in Rhetoric and Communication Series*. NY: Routledge, 2015. 86-99.

- “Afterword: Community Writing Pedagogies in the Spirit of the New Mestiza.” *Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement*. Ed. Isabel Baca. Leiden, Netherlands: Brill, 2013. 227-33.
- “Sustainability Deferred: The Conflicting Logics of Career Advancement and Community Engagement.” *Unsustainable: Re-imagining Community Literacy, Public Writing, Service-Learning, and the University*. Eds. Jessica Restaino and Laurie JC Cella. Lexington Books/Rowman & Littlefield, 2013. 101-11.
- “Composition as Community Action: Writing and Service-Learning.” Co-authored with Megan Marie. *Teaching the Neglected “R”: Rethinking Writing Instruction for Secondary Classrooms*. Eds. Thomas Newkirk and Richard Kent. Portsmouth, NH: Heinemann. 2007. 186-97.
- “Shifting Locations, Genres, and Motives: An Activity Theory Analysis of Service-Learning Writing Pedagogies.” *The Locations of Composition*. Eds. Christopher Keller and Christian Weisser. Albany: State University of New York Press. 2007. 289-306.
- “Writing as Students, Writing as Citizens: Possibilities for Service-Learning in First Year Writing.” With Nora Bacon. *Service-Learning and the First Year Experience*. Ed. Edward Zlotkowski. First Year Experience Monograph Series, No. 34. Columbia, SC: National Resource Center for The First Year Experience and Students in Transition, 2002. 125-37.
- “Writing Across the Curriculum and Community Service Learning: Correspondences, Cautions and Futures.” *Writing the Community: Concepts and Models for Service-Learning in Composition*. Eds. Linda Adler-Kassner, Robert Crooks, and Ann Watters. AAHE Series on Service-Learning in the Disciplines. Washington, DC: American Association for Higher Education/Co-Published by National Council of Teachers of English Press, 1997. 29-37.

#### Reprints

- “Serving Academic and Critical Literacies” and “Going Public: Critique and the Nature of Public Intervention” [p. 91-102 in *Writing Partnerships: Service-Learning in Composition* (2000)] reprinted in *Community: A Reader for Writers* by Nancy Enright, Oxford University Press, forthcoming in 2016.
- “English Studies and Public Service” [Chapter 1 of *Writing Partnerships: Service-Learning in Composition* (2000)] reprinted in *Writing and Community Engagement: A Critical Sourcebook*. Boston: Bedford/St. Martin’s, 2010. 97-116.
- “Shifting Locations, Genres, and Motives: An Activity Theory Analysis of Service-Learning Writing Pedagogies” [chapter in *The Locations of Composition* (2007)] reprinted in *Writing and Community Engagement: A Critical Sourcebook*. Boston: Bedford/St. Martin’s, 2010. 451-64.

#### Review Essays

- “Managing the Freshman Year: Review of *My Freshman Year* and *The First Year Out*.” *College Composition and Communication* 61:2 (Dec 2009): 393+. Available online: <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CCC/0612-dec09/CCC0612Review.pdf>
- “Toward Hopeful Action: On Reclaiming Pragmatism and Romanticism.” *JAC: A Journal of Composition Theory* 19.2 (1999): 299-304.

## Reference Works

- Entries on "John Davys" (p.179), "Sir John Davies" (pp.179-80), "Hugh Roe O'Donnell" (p.517), and "Sir Henry Sidney" (pp.645-646) in *Tudor England: An Encyclopedia*. Eds. Arthur F. Kinney and David W. Swain. NY: Garland, 2001.
- "Service-Learning and Composition: An Annotated Bibliography." With Nora Bacon. *Writing the Community: Concepts and Models for Service-Learning in Composition*. Eds. Linda Adler-Kassner, Robert Crooks, and Ann Watters. AAHE Series on Service-Learning in the Disciplines. Series Ed. Edward Zlotkowski. Washington, DC: AAHE/NCTE, 1997. 181-91.

## Book Reviews

- Review of Jeffrey T. Grabill, *Writing Community Change: Designing Technologies for Citizen Action* in *Reflections: Studies in Writing, Service-Learning and Community Literacy* 9:3 (Fall 2010): 236-38.
- Review (co-authored with Mandy Suhr-Sytsma and Alisande Pipkin) of Anne Beaufort, *College Writing and Beyond: A New Framework for University Writing Instruction* in *WPA: Writing Program Administration* 31:3 (Spring 2008): 110-15.
- Review of William DeGenaro, Ed., *Who Says? Working-Class Rhetoric, Class Consciousness, and Community* in *Reflections: Studies in Writing, Service-Learning and Community Literacy* 7:2 (2008): 217-21.
- Review of Patrick Dias, et al., *Worlds Apart: Acting and Writing in Academic and Workplace Contexts* in *Reflections: Studies in Writing, Service-Learning and Community Literacy* 1:2 (Fall 2000): 35-36.
- Review of Paul Prior, *Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy* in *Technical Communication Quarterly* 9.2 (Spring 2000): 221-23.
- Review of Richard Rorty, *Achieving our Country: Leftist Thought in Twentieth Century America* in *Kitikon Litterarum: International Book Review* (Jan 1999): 165-67.

## Journalism

- "Textmaker Spaces." International Writing Center Association Website. Featured article/blogpost. <http://writingcenters.org/2016/08/textmaker-spaces-by-tom-deans/> Posted 26 August 2016.
- "Unexpected Conversations" (essay co-authored with Pamela Bedore and Thomas Lawrence Long). *Inside Higher Ed*. Views section. 23 August 2011. Online. <[http://www.insidehighered.com/views/2011/08/23/essay\\_on\\_unexpected\\_benefits\\_of\\_a\\_campus\\_committee](http://www.insidehighered.com/views/2011/08/23/essay_on_unexpected_benefits_of_a_campus_committee)>
- "Talking During the Test" (essay co-authored with Jamie Frueh). *Inside Higher Ed*. Views section. 2 April 2010. Online. <<http://www.insidehighered.com/views/2010/04/02/deans>>
- "Course Evaluations, Years Later" (essay). *Inside Higher Ed*. Views section. 4 Feb 2010. Online. <<http://www.insidehighered.com/views/2010/02/04/deans>>
- "Learning in the Commons" (essay co-authored with Tom Roby). *Inside Higher Ed*. Views section. 16 Nov 2009. Online. <<http://www.insidehighered.com/views/2009/11/16/deans>>
- "Required Revision" (essay). *Inside Higher Ed*. Views section. 25 June 2009. Online. <<http://www.insidehighered.com/views/2009/06/25/deans>>
- "The Afterlife of Rejection" (essay). *Chronicle of Higher Education*. Online Edition. 17 Jan 2008. <<http://chronicle.com/jobs/news/2008/01/2008011701c/careers.html>>

## Reports

- Assessment of Student Writing in 1-Credit W Courses at UConn, 2014.* Available for download at <http://geoc.uconn.edu/w-assessment-and-learning-outcomes/>
- Summary Report on Writing Assessment at the University of Connecticut, 2008-2010.* Available for download at <http://geoc.uconn.edu/assessment>. Submitted for digital publication to *REx: Research Exchange Index of Contemporary Writing Research* [[researchexchange.colostate.edu](http://researchexchange.colostate.edu)].
- Report on the Assessment of Student Writing in Mechanical and Electrical Engineering, 2010.* Available for download at <http://geoc.uconn.edu/assessment>.
- Update Report on Assessment, 2009: Nursing Writing-Intensive Courses at the University of Connecticut.* Submitted August 2009. Available for download at <http://geoc.uconn.edu/assessment>.
- Report on the Assessment of Writing-Intensive Courses at the University of Connecticut, 2008.* Submitted December 2008. Available for download at <http://geoc.uconn.edu/assessment>. Submitted for digital publication to *REx: Research Exchange Index of Contemporary Writing Research*: [[researchexchange.colostate.edu](http://researchexchange.colostate.edu)].
- Community-Based Writing: What We Know, What We Need to Know.* Report for the Composition, Rhetoric, and Literacy Research Grant Initiative of the Conference on College Composition and Communication. With Nora Bacon, James Dubinsky, Barbara Roswell and Adrian Wurr. Submitted to NCTE in November 2005.

## Other Publications

- Foreword for *Partners in Literacy: A Writing Center Model for Civic Engagement* by Allen Brizee and Jaelyn M. Wells. Rowman & Littlefield, 2016. xi-x.
- “Perspectives on Social Justice” course syllabus featured in the Instructor Manual for *Fieldworking, 4<sup>th</sup> Ed.*, by Bonnie Stone Sunstein and Elizabeth Chiseri-Strater. Boston: Bedford, 2012.
- “Resources for teaching the Gospel of John 8.2-11” in *Writing Through Literature: An Anthology of Literary Texts for Academic Inquiry* by Mary Isbell. Dubuque, IA: Kendall Hunt, 2011.
- “Community Service and Critical Teaching: A Retrospective.” Interview of Bruce Herzberg by Deans. *Reflections: Studies in Writing, Service-Learning and Community Literacy* 3.1 (2003): 70-75.
- “Coming to Terms with Clarity.” *Composition Chronicle* 8:7 (Nov 1995): 4-6.

## CONFERENCE PAPERS AND COLLOQUIA

### Selected Conference Papers

- “1-Credit Writing-Intensive Courses in the Disciplines: Results from a Study of Outcomes in Four Disciplines (Allied Health, Animal Science, Economics, Nutritional Sciences).” International Writing Across the Curriculum Conference, Ann Arbor, MI, June 2016.
- “Designing Studies and Coding Data: Methods for Working with Archives.” International Writing Centers Association Collaboratory at the Conference on College Composition and Communication, Houston, TX, April 2016.
- “University and Secondary School Writing Centers in Partnership: One Model for a Shared Network.” Mid-Atlantic Writing Centers Association Annual Conference, James Madison University, April 2015.

- “Tutor Notes/Session Reports: A Study of Different Models and Their Effects on Stakeholders” (with Melissa Bugdal and Kristina Reardon). International Writing Centers Association Collaborative at the Conference on College Composition and Communication, Tampa, FL, March 2015.
- “Writing Support Across the Graduate Curriculum” (with UConn graduate students Michelle Maloney-Mangold, Miho Iwata, Kristina Reardon, and Gerarld Jalette). Northeast Writing Centers Association Annual Conference, April 2013.
- “Sacred Texts, Secular Classrooms, and the Teaching of Theory.” *Expanding the Conversation about Religious Rhetorics* Roundtable. Conference on College Composition and Communication (CCCC), Las Vegas, March 2013.
- “WID Assessment: A Study of Student Writing in Six Departments.” International Writing Across the Curriculum Conference, Savannah, GA, June 2012.
- “Reading Jesus Writing: The Story of the Adulteress as a Scene of Writing and a Paradox of Violence.” Conference on College Composition and Communication (CCCC), Louisville, March 2010.
- “Assessing Writing-Intensive Courses: A Pilot Study of Three Departments.” With Lisa Kraimer-Rickaby and Louisa K. Baker. 2008 Quinnipiac Biennial Conference on Writing and Critical Thinking, November 2008.
- “The Commonplace Book, the Journal, and the Notebook: How Three Genres Shape Writing and Thinking.” Freshman English Conference, University of Connecticut, March 2008.
- “Tutors, Researchers, and Emissaries: Experimenting with Roles For Writing Center Graduate Students in Sparking and Sustaining WAC and WID.” Northeast Writing Centers Association Annual Conference, Storrs, CT, March 2007.
- “Alternative Models for Writing Programs: A Critical Conversation.” With Christine Alfano, David Fleming, Martha Townsend, and Pat Belanoff. MLA Annual Conference, Washington, DC, December 2005.
- “Community-Based Writing Research: A Review and Proposal.” CCCC, San Francisco, March 2005.
- “Writing and Service-Learning in the New Academy: What We Know, What We Need to Know.” Annual Meeting of the Association of American Colleges and Universities, San Francisco, January 2005.
- “Assessing Service-Learning Writing Across Institutions.” CCCC, San Antonio, TX, March 2004.
- “What’s Next for Service-Learning Research?” Plenary Speaker, Research Network Forum, CCCC, New York, NY, March 2003.
- “Possibilities for Writing for Social Change in College Composition.” *Why We Write: The History and Politics of Writing for Social Change*. Columbia University, April 2003.
- “A Social Perspective Deserves a Social Pedagogy: Theoretical Rationales for Service-Learning.” CCCC, Minneapolis, April 2000.
- “Reflections on Graduate Study and the Job Market in Rhetoric and Composition.” MLA Annual Convention, San Francisco, December 1998.
- “Writing and Social Action: 3 Kinds of Community Writing Programs.” CCCC, Phoenix, 1997.
- “Writing Out of Bounds: Community Service in the First Year Writing Course.” Roundtable with N. Carbone, A. Herrington, A. Lee and Z. Goncalves. CCCC, Milwaukee, March 1996.
- “Writing Across the Curriculum and Community Service Learning: Parallels and Predictions.” Northeast Modern Language Association Annual Conference, Montreal, April 1996.

“Motives of Clarity.” CCCC, Washington, D.C., March 1995.

“MESTEP: A Decade of Innovations in M.Ed. Recruitment, Structures, School and Corporate Internships, and Technology.” With Richard Clark and Ana Rodriguez. American Association of Colleges of Teacher Education Conference, Washington, D.C., February 1995.

#### Invited Lectures

Featured Speaker, 2014 Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville. "University Writing Center/Public School Partnerships: A Model for Building a Responsive, Sustainable Network," October 2014.

Featured Speaker, “From Failure-Intensive to Pretty Impressive: A Case Study of Writing in the Disciplines at UConn.” We Say/They Say: A Writing in the Disciplines Symposium, Quinnipiac University, March 2012.

“3+1 Kinds of Community Writing,” “Context and Genre in Service-Learning,” and “Researching and Publishing in Service-Learning.” Lectures and Faculty Workshops, University of Colorado, November 2011.

“Reading Jesus Writing: John 8.2-10 as a Scene of Composition.” University of New Hampshire English Department Speaker Series, March 2010.

“Four Kinds of Community Writing; Five Kinds of Knowledge Writers Need.” Talk and faculty workshop, Duke University, February 2009.

“Writing and Community Action: Three Kinds of Community Writing, Five Kinds of Knowledge Writers Need.” Trinity College, Hartford, January 2007.

“Learning, Serving, and Writing: Approaches to Composing Within and Beyond Our Classrooms.” Rivier College, November 2006.

“Writing Across the Community: The Merits of Service-Learning Writing Projects.” University of New Hampshire at Manchester Lectures on Writing Across the Curriculum, April 2002.

Pre-Performance Lecture for *A Midsummer Night’s Dream*. Actors From the London Stage Production, Kansas State University, September 2001.

“Writing Partnerships: Service-Learning in Composition.” Featured Author Presentation, National Council of Teachers of English Annual Convention, Milwaukee, November 2000.

#### Workshops

“What Can Come of One-Time WAC/WID Orientations?” (collaborative presentation and workshop). We Say/They Say: A Writing in the Disciplines Symposium. Quinnipiac University, March 2012.

“What Can We Assume about how Students Read the Primary Literature? Reading as Part of Writing in a Discipline.” Faculty Workshop. Worcester Polytechnic Institute, December 2011.

“Prose Style Pedagogy Renewed, Revised, Remixed: New Directions for the Twenty-First Century.” Co-Leader for Half-Day Workshop, Conference on College Composition and Communication. Louisville, March 2010.

“Best Practices for Using Peer Review in Writing-Intensive Courses Across the Disciplines” and “Service, Learning, Writing.” Faculty workshops at the University of the Pacific, October 2009.

“Service-Learning Across the Curriculum.” Faculty workshop at Suffolk County Community College, June 2009.

“Learning, Serving, Writing.” Colloquium on Experiential Learning. Merrimack College, August 2007.

Workshop Facilitator, “Service Learning, Community Literacy, and Civic Engagement: Developing Teaching and Research,” CCCC, New York, March 2006.

Workshop Presenter, “Community-Based Writing Instruction: Agendas for Inquiry,” CCCC, Denver, 2001.

Co-Coordinator, "Symposium on Service-Learning and Community Literacy," CCCC, Chicago, April 1998.

Workshop Presenter and Chair, "Pragmatic Strategies for Service-Learning," CCCC, Atlanta, April 1999.

## **SERVICE**

### National

Best Book Award Committee, Council of Writing Program Administrators, 2015-16 (appointed)

Chair, 2015 CCCC Research Impact Award Selection Committee (appointed)

CCCC Annual Convention Stage 1 Reviewer, 2012, 2013, 2014, 2015 (appointed)

CCCC Executive Committee, 2011-2014 (elected)

CCCC Nominating Committee, 2008-2009 (elected)

Chair, Northeast Writing Across the Curriculum Consortium, 2011-2013 (elected)

Steering Committee, Northeast Writing Centers Association, 2011-13 (appointed)

Book Review Editor, *Reflections: Studies in Writing, Service-Learning and Community Literacy*, 2008-2012

Founding Editorial Board Member, *Reflections: Studies in Writing, Service-Learning and Community Literacy*, 1999-present

Advisory Board, *Journal for Public Scholarship in Higher Education*, 2010-present

CCCC Outstanding Book Award Selection Committee, 2007 (appointed)

Chair, CCCC Committee on Community Literacy and Service-Learning, 1999-2005 (appointed)

Chair, Service-Learning and Writing Special Interest Group, CCCC, 1997-1999

*Reflections* Civic Scholarship Outstanding Book Award Selection Committee, 2008 & 2009

Peer reviewer of manuscripts for *College English*, *College Composition and Communication*, *Composition Studies*, *Composition Forum*, *Pedagogy*, *Reflections*, *Writing Center Journal*, *Michigan Journal of Community Service Learning*, and *Currents in Teaching and Learning*

Reviewer of monograph manuscripts for *University of Pittsburgh Press*, *Oxford University Press*, *The National Council of Teachers of English Press*, *Utah State University Press*, and *Southern Illinois University Press*

External reviewer for 12 promotion and tenure cases

### University, College, and Department

Mentoring Committee, English, 2015-present

Committee on Undergraduate Writing Instruction, 2005-present

Aetna Chair of Writing Advisory Board, 2005-present

Learning Commons Council, 2009-present

Chair, Aetna Writing in the Disciplines Awards Committee, 2008-present

Truman Scholarship Selection Committee, 2007-present

TEDxUConn Faculty Advisor, 2013-present

UConn Reads Steering Committee, 2013-present

First Year Programs & Learning Communities Curriculum Oversight Board, 2014-present



Gladstein Committee/Human Rights Institute Advisory Board, 2015-present  
Promotion, Tenure, and Reappointment Committee, English, 2008-2011 & 2012-2014  
Search Committee, Assistant Professor in Residence/Hartford Campus, 2014  
IDEA Grant Faculty Advisor (Ricky Holtz), 2013-14  
General Education Oversight Committee (GEOC), 2005-2013  
    Co-Chair, GEOC Subcommittee on Writing, 2006-2013  
Graduate Executive Committee, English Department, 2011-12  
Freshman English Essay Award Committee, 2009-2012  
W Task Force, University Senate, 2009-2011  
English Department Assessment Committee, 2006-2009  
Dean's Committee on Scholarships, 2009  
Leadership Legacy Faculty Mentor, 2007  
CLAS Task Force on Writing, 2005-2007  
Chair, Search Committee for Assistant Professor/Stamford Campus Writing Coordinator, 2007

#### ADMINISTRATIVE EXPERIENCE

*Director*, University Writing Center, University of Connecticut, 2005-present  
Serve as founding director for an interdisciplinary center that sponsors tutoring, faculty development, research, and outreach. In 2011, the program received a *CCCC Writing Program Certificate of Excellence*, a peer-reviewed award from the leading professional association in writing studies. The award committee cited the center as “an exemplar for a large public university.” We support students through individualized peer tutorials (4000+ per year) and we collaborate with faculty and teaching assistants to promote best practices for teaching writing in the disciplines. Responsibilities include managing an associate director, 2 graduate assistant directors, a program assistant, and 30 undergraduate and graduate tutors; training and mentoring tutors; overseeing the budget; collaborating with academic departments to support writing-intensive courses in all majors; offering regular workshops on writing pedagogy for faculty; leading day-long orientations for graduate teaching assistants; directing undergraduate writing fellows program that serves first-generation college students; designing and implementing writing assessment programs; overseeing academic writing support for graduate students; serving on university committees related to writing and general education; and sustaining innovative partnerships with several UConn departments (Library, Freshman English, First-Year Programs, Student Support Services, Connecticut Writing Project, Athletics, Graduate School). Conduct research on writing and mentor undergraduate and graduate students in research (40+ tutors have presented papers at regional or national conferences; tutors have published or co-published in *WPA*, *WCJ*, *WLN* and *Praxis*). Partner with Connecticut middle and high schools in creating a regional network of peer writing centers. This is a half-time administrative position under the purview of the Center for Excellence in Teaching and Learning.

*Nancy and Buster Alvord Director of College Writing*, Haverford College, 2002-2005  
Served as founding director for an interdisciplinary first-year writing program. Coordinated the curriculum and worked with faculty from across the humanities, social sciences and sciences to support their teaching of writing-intensive first-year seminars. Oversaw a peer writing center. Taught introductory and advanced writing courses.

*Associate Director and Faculty Teaching Mentor*, Writing Program, Kansas State University, 1999-2002  
Mentored new graduate teaching assistants in the teaching of writing, co-coordinated a weekly practicum on writing pedagogy, and assisted with the day-to-day work of a first-year writing program that enrolled over 4,000 students annually.

*Founding Director*, Graduate Certificate in Technical Writing and Professional Communication, KSU

Designed an interdisciplinary credential in technical communication and garnered university-wide support for the program. Coordinated participating faculty and advised students.

*Interim Director*, Community Connections, Hampshire College, Amherst, MA, 1998

Directed the office charged with developing and supervising public service and service-learning opportunities. Coordinated student internships in social change organizations and assisted students in articulating connections between their field experiences and academic concentrations.

*Head Resident*, Office of Residential Life, Mount Holyoke College, South Hadley, MA, 1997-1998  
Counseled undergraduates and oversaw a student residence life staff in a dormitory of 120 students.

*Program Coordinator*, Math English Science Technology Education Project (MESTEP), 1994-96  
Coordinated an innovative M.Ed. and secondary school teacher certification program that was a partnership of the University of Massachusetts, public high schools, and high technology corporations.

*Resident Advisor*, Charles A. Strong Center of Georgetown University, Fiesole, Italy, 1992-1993  
Assisted in the administration of an undergraduate study abroad program focused on the Italian Renaissance. Lived with the students, initiated programs to enhance the curriculum and sense of community, enforced policy, handled emergencies, and assisted the Executive Director.

*Resident Director*, Office of Residence Life, Georgetown University, Washington, D.C., 1990-1992  
Oversaw a residence hall of 350. Trained, supervised and evaluated six undergraduate resident assistants and an office staff. Addressed mental health, safety, and discipline concerns; assumed emergency overnight duty for campus on rotating basis; administered the residence hall budget.

*Director of Student Services*, Link Community School, Newark, NJ, 1989-1990

Served as an administrator at an inner-city middle school. Counseled students and parents on academics, student conduct, and educational opportunities. Directed scholarship, mentor, outdoor education, and alumni programs; recruited the incoming class; taught one course; coached basketball. This position was the focus of a one-year commitment with the Jesuit Volunteer Corps.

## **AWARDS**

Provost's Award for Excellence in Public Engagement, University of Connecticut, 2012

CCCC Writing Program Certificate of Excellence, 2010-11, for the University Writing Center

CCCC Composition, Rhetoric, and Literacy Research Grant. Co-Recipient with Nora Bacon, James Dubinsky, Barbara Roswell and Adrian Wurr, 2004. "What We Need to Know About Community-Based Writing: An Annotated Bibliography"

Haverford/Bryn Mawr/Swarthmore Mellon Foundation Fellowship: Working Group on First-Year Writing and Writing in the Disciplines (co-sponsor), 2003-04 and 2004-05

Faculty Research Grant, Haverford College, 2004

Service-Learning Faculty Consultant for Kansas Colleges and Universities, 2001-2002

Graduate Faculty Distinguished Teaching Award, Kansas State University, 2000

Campus Compact Grant to Support Service-Learning in the Disciplines, 1999-2001 (co-author and principal administrator for the National Council of Teachers of English award)

Big XII Faculty Fellowship, 2000