

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

Date of first appointment: 2005

Revised May 2021

Department of English
215 Glenbrook Road, U-4025
Storrs, CT 06269
tom.deans@uconn.edu

EDUCATION

Ph.D. University of Massachusetts 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
2005-2015 Associate Professor of English and Director, University Writing Center
2002-2005 Nancy & Buster Alvord Director of College Writing | Assistant then Associate Professor of Rhetoric & Composition, Haverford College
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, Writing Centers, Community-University Partnerships/Service-Learning, Writing Assessment, STEM Writing, Prose Style, Representations of Writers in Literary and Sacred Texts, Early Modern Literature, Shakespeare, History of Literacy

AWARDS

Fulbright Scholar, “Cultivating Writing Centers and Writing Across the Disciplines in Ugandan Universities,” Uganda Christian University/Makerere University, 2021-22
Co-Principal Investigator, National Science Foundation/Innovations in Graduate Education Program: “Transforming Graduate Training of Neurodiverse Students in STEM Fields to Radically Enhance the Creativity of the Professional Workforce.” PI: Arash Zaghi. \$499,749
General Education Course Development Grant, University of Connecticut, “Writing, Rhetoric, & the Environment,” with Scott Campbell and Kyle Barron, 2021
Center for Excellence in Teaching and Learning Grant, University of Connecticut, “UConn Health Writing Program for Biomedical Science Trainees,” 2017
Interim Aetna Endowed Chair of Writing, University of Connecticut, 2015-16

Provost's Award for Excellence in Public Engagement, University of Connecticut, 2012
CCCC Writing Program Certificate of Excellence for the University Writing Center, 2011
CCCC Composition, Rhetoric, and Literacy Research Grant, 2004
Graduate Faculty Distinguished Teaching Award, Kansas State University, 2000
Big XII Faculty Fellowship (Kansas State University/Iowa State University), 2000
Service-Learning Fellowship, Kansas State University, 2000
Learn and Serve America Mini-Grants, 1998, 1999, 2000, 2001
Chancellor's Grant for Community, Diversity and Social Justice, University of Massachusetts, 1997
Charles A. Peters Prize (Outstanding Essay in Renaissance Studies), UMass, 1997
Walker Gibson Prize (Outstanding Essay in Rhetoric/Composition), UMass, 1995

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.
Writing in Music: A Brief Guide. Lynne Rogers, Karen Bottge, & Sarah Haefeli, 2020.

Peer-Reviewed Journal Articles

"What Can We Learn about Writing in the Disciplines from Exceptionally High-Achieving STEM Majors?" Accepted for special issue of *Across the Disciplines: STEM and WAC/WID: Co-Navigating Our Shifting Currents*. Guest editors Erin Beaver, Brian Hendrickson & Justin Nicholes, in prep.
"How Developing a Network of Secondary School Writing Centers Can Enrich University Writing Programs." With Jason Courtmanche. *WPA: Writing Program Administration* 42.2 (2019): 58-79.
"1-Credit Writing-Intensive Courses in the Disciplines: Results from a Study of Outcomes in Four Disciplines." *Across the Disciplines* 14.1 (March 2017).
<http://wac.colostate.edu/atd/articles/deans2017.cfm>
"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

- “The Cost of Ambiguity: How Graduate Students Perceive the Seminar Paper Genre.” Co-authored with Gabriel Morrison. For the edited collection *The Postgraduate Seminar Essay in Literary Studies: A Guide for Writers and Readers*, edited by Kevin Morrison. Rowman & Littlefield, in press.
- “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, and Partnerships to Support Graduate Students in the Writing Center*. Eds. Susan Lawrence and Terry Myers Zawacki. Utah State University Press, 2019. 107-123.
- “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

“Yes, Your Syllabus is Too Long.” *Chronicle of Higher Education*. 20 January 2019.

<https://www.chronicle.com/article/Yes-Your-Syllabus-Is-Way-Too/245514>

“What Robert Mueller’s Writing Style Tells Us About His Larger Legal Gambit.” *Slate*. 3 Jan 2019. <https://slate.com/news-and-politics/2019/01/robert-mueller-report-writing-style-special-counsel-documents.html>

“Textmaker Spaces.” International Writing Center Association Website. Featured article/blogpost. 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.

<https://www.insidehighered.com/views/2011/08/23/unexpected-conversations>

“Talking During the Test” (essay co-authored with Jamie Frueh). *Inside Higher Ed*. Views section. 2 April 2010. Online. <https://www.insidehighered.com/views/2010/04/02/talking-during-test>

“Course Evaluations, Years Later” (essay). *Inside Higher Ed*. Views section. 4 Feb 2010.

Online. <https://www.insidehighered.com/views/2010/02/04/course-evaluations-years-later>

“Learning in the Commons” (essay co-authored with Tom Roby). *Inside Higher Ed*. Views section. 16 Nov 2009. Online. <https://www.insidehighered.com/views/2009/11/16/learning-commons>

“Required Revision” (essay). *Inside Higher Ed*. Views section. 25 June 2009. Online.

<https://www.insidehighered.com/views/2009/06/25/requiring-revision>

“The Afterlife of Rejection” (essay). *Chronicle of Higher Education*. Online Edition. 17 Jan 2008. <https://www.chronicle.com/article/The-Afterlife-of-Rejection/45935>

“School's Identity Built on Students' Personal Ethics.” *Philadelphia Inquirer*, 30 Nov 2003, Delaware County Edition, *Community Voices* section. Reprinted as “The Honor Code: A Faculty Perspective.” *Haverford Magazine* (fall 2003): 48.

Reports

Assessment of Student Writing in 1-Credit W Courses at UConn, 2014.

<https://production.wordpress.uconn.edu/geoc/wp-content/uploads/sites/161/2013/09/W-Assessment-2014-1creditWs.pdf>

Summary Report on Writing Assessment at the University of Connecticut, 2008-2010.

<https://production.wordpress.uconn.edu/geoc/wp-content/uploads/sites/161/2013/09/WAssessSummaryReport2010.pdf>

Report on the Assessment of Student Writing in Mechanical and Electrical Engineering, 2010.

https://production.wordpress.uconn.edu/geoc/wp-content/uploads/sites/161/2013/09/W-Assessment-ECE-ME_2010.pdf

Update Report on Assessment, 2009: Nursing Writing-Intensive Courses at the University of Connecticut. Submitted August 2009. <https://production.wordpress.uconn.edu/geoc/wp-content/uploads/sites/161/2013/09/W-Assessment-August2009.pdf>

Report on the Assessment of Writing-Intensive Courses at the University of Connecticut, 2008. Covers Art History, Human Development and Family Studies, and Political Science.

https://production.wordpress.uconn.edu/geoc/wp-content/uploads/sites/161/2013/09/W-Assessment-Report_AY0708.pdf

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

- “A Network Approach to Writing Center Outreach.” *Community Literacy Journal* 15.1 (spring 2021): 92-96.
<https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1205&context=communityliteracy>
- “Reflections on Seeing What’s Coming.” Contribution to *Reflections’* 20th Anniversary Roundtable. *Reflections: A Journal of Community-Engaged Writing and Rhetoric* 20:1 (2020): 29-31. <https://reflectionsjournal.net/wp-content/uploads/2020/09/V20.N1.BacaEtAl.pdf>
- “You’re Not Alone: An Interview With Tom Deans about Supporting Community Engagement.” *Reflections: A Journal of Community-Engaged Writing and Rhetoric* 20:1 (2020): 42-49. https://reflectionsjournal.net/wp-content/uploads/2020/09/V20.N1.Mason_.pdf
- 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, 4th 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

- “The Composing Histories of High-Achieving STEM Majors.” Conference on College Composition and Communication, Milwaukee, WI, March 2020 (accepted and scheduled but cancelled due to Covid-19).
- “Applications of Data Science to Writing Center Research: Actionable Insights from Natural Language Data.” With Eli Udler. Conference on Writing Analytics, St. Petersburg, FL, February, 2020
- “Flash Tutoring and Questions of Access.” Roundtable Chair. International Writing Centers Association Annual Conference, Columbus, OH, October 2019.
- “From Curriculum to Handbook: Authors from Four Fields Reflect on Crafting and Publishing Discipline-Specific Writing Guides.” Panel chair and presenter. International Writing Across the Curriculum Conference. Auburn, AL, June 2018.
- “Why You Should Host a Conference for Secondary School Writing Centers.” Northeast Writing Center Association Annual Conference. College of the Holy Cross, April 2018.
- “Developing Networks through Writing Centers and Writing Across the Curriculum.” Conference on Community Writing. Boulder, CO, October 2017.
- “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

Research Committee, Association for Writing Across the Curriculum (AWAC), 2019-present
AWAC Outstanding Book Award Committee, 2020-21
Best Book Award Committee, Council of Writing Program Administrators, 2015-16
Chair, 2015 CCCC Research Impact Award Selection Committee
CCCC Annual Convention Stage 1 Reviewer, 2012-2019
CCCC Executive Committee, 2011-2014 (elected)
Chair, Northeast Writing Across the Curriculum Consortium, 2011-2013 (elected)
Steering Committee, Northeast Writing Centers Association, 2011-13
Book Review Editor, *Reflections: Studies in Writing, Service-Learning and Community Literacy*, 2008-12
Reflections Civic Scholarship Outstanding Book Award Selection Committee, 2008 & 2009
CCCC Nominating Committee, 2008-2009 (elected)
CCCC Outstanding Book Award Selection Committee, 2007
Chair, CCCC Committee on Community Literacy and Service-Learning, 1999-2005
Chair, Service-Learning and Writing Special Interest Group, CCCC, 1997-1999
Peer reviewer of article manuscripts for *College Composition and Communication*, *College English*, *Composition Studies*, *WPA: Writing Program Administration*, *Composition Forum*, *Pedagogy*, *Reflections*, *Community Literacy Journal*, *Writing Center Journal*, *Michigan Journal of Community Service Learning*
Reviewer of monograph manuscripts for *University of Pittsburgh Press*, *Oxford University Press*, *Routledge*, *SUNY Press*, *The National Council of Teachers of English Press*, *Utah State University Press*, and *Southern Illinois University Press*
External reviewer for tenure/promotion or promotion to full professor cases: University of Virginia, 2021; University of Kentucky, 2020; Florida International University, 2020; University of Nebraska-Lincoln, 2019; West Virginia University, 2018; SUNY New Paltz, 2018; Syracuse University, 2017; Brown University, 2017; Swarthmore College, 2017; University of Tennessee, 2016; Loyola University Maryland, 2015; University of Alabama at Birmingham, 2014; Rutgers University, 2013; Montana State University, 2013; Indiana University-Purdue University Fort Wayne, 2011; Virginia Commonwealth University, 2009; Quinnipiac University, 2008; University of Nebraska-Omaha, 2007; and University of North Carolina Greensboro, 2006.

University, College, and Department

University Senate, 2018-2021 (elected)
Moderator, 2020-21
Chair, University Senate Enrollment Committee, 2019-2020; member, 2020-21
English Headship Selection Committee, 2021
Search Committee, Writing Studies, 2019-20 and 2020-21
Search Committee, Vice-Provost for Academic Affairs, 2020

Search Committee, Assistant Professor in Residence, Stamford, 2020
 Chair, Aetna Writing in the Disciplines Awards Committee, 2008-present
 Chair, Truman Scholarship Selection Committee, 2007-present
 Committee on Undergraduate Writing Instruction, 2005-present
 Aetna Chair of Writing Advisory Board, 2005-present
 First Year Programs & Learning Communities Curriculum Oversight Board, 2014-present
 TEDxUConn Faculty Advisor, 2013-present
 Search Committee, Writing Studies Full Professor, 2019-2020
 Promotion to Full Professor Committee, English, 2019-2020 (elected)
 Search Committee, Assistant Professor in Residence, School of Business, 2019
 Job Placement Committee for English Graduate Students, 2016-2019
 Graduate Executive Committee, English Department, 2011-12 and 2018-19
 Faculty Director, Human Rights & Action Learning Community, 2015-2018
 Gladstein Committee/Human Rights Institute Advisory Board, 2015-2018
 Chair, Search Committee for the Aetna Chair of Writing, 2015-16
 Promotion, Tenure, and Reappointment Committee, English, 2008-2011 & 2012-2014 (elected)
 Mentoring Committee, English, 2015-16
 Library Learning Commons Council, 2009-2015
 UConn Reads Steering Committee, 2013-15
 Search Committee, Assistant Professor in Residence/Hartford Campus, 2014
 General Education Oversight Committee (GEOC), 2005-2013
 Co-Chair, GEOC Subcommittee on Writing, 2006-2013
 W Task Force, University Senate, 2009-2011
 English Department Assessment Committee, 2006-2009
 McPeck Award Committee, 2009-2010
 Dean's Committee on Scholarships, 2009
 Leadership Legacy Faculty Mentor, 2007 and 2016
 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 a center that sponsors tutoring, faculty development, research, and outreach. Recipient of a *CCCC Writing Program Certificate of Excellence* from the leading professional association in writing studies, which cited the center as “an exemplar for a large public university.” Support students through individualized peer tutorials (5000 per year) and collaborate with faculty and teaching assistants to promote best practices for teaching writing in the disciplines. Manage 3 graduate assistants, program assistant, and 25 undergraduate and graduate tutors; mentor tutors; oversee budget; collaborate with academic departments to support writing-intensive courses; lead workshops on writing pedagogy for faculty and graduate teaching assistants; direct writing fellows program for first-gen college students; design and implement writing assessment; oversee writing support for graduate students; and sustain partnerships with several departments (Library, First-Year Writing, First-Year Programs, Student Support Services, Connecticut Writing Project, Graduate School). Conduct research on writing and mentor students in research (tutors regularly present at regional and national conferences). Partner with middle and high schools to found writing centers. This is a half-time position in Center for Excellence in Teaching and Learning.

Faculty Director, Human Rights and Action Learning Community, University of Connecticut, 2015-2018

Provided leadership for a residential learning community. Taught one-credit courses, supervised service-learning, organized events, supervised a graduate assistant, and advised students.

Nancy and Buster Alvord Director of College Writing, Haverford College, 2002-2005

Founded an interdisciplinary first-year writing program. Coordinated curriculum and worked with faculty from across the humanities, social sciences and sciences to support teaching of writing-intensive first-year seminars. Oversaw a writing center. Taught a range of 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 practicum on writing pedagogy, and assisted with the day-to-day work of a large first-year writing program.

Founding Director, Graduate Certificate in Technical Writing and Professional Communication, Kansas State University

Designed an interdisciplinary credential and garnered university-wide support for the program.

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

Directed the office charged with developing and supervising public service internships.

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 included internships at 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 and initiated programs to enhance the curriculum.

Resident Director, Office of Residence Life, Georgetown University, Washington, D.C., 1990-1992

Oversaw a residence hall of 350. Trained, supervised and evaluated resident assistants and an office staff. Cultivated community and addressed mental health, safety, discipline, and emergency concerns.

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

Counseled students and parents on academics, student conduct, and educational opportunities. This position was the focus of a one-year commitment with the Jesuit Volunteer Corps.