

ROBERT P. YAGELSKI

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Curriculum Vitae

Program in Writing and Critical Inquiry  
LI-B 96A  
The University at Albany, State University of New York  
Albany, NY 12222  
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A. EDUCATION

Ph.D., Rhetoric and Composition, The Ohio State University, 1991. Dissertation: *The Dynamics of Context: A Study of the Role of Context in the Composing Processes of Student Writers*.  
Dissertation advisor: Dr. Andrea A. Lunsford.

M.A., English, The University of New Hampshire, 1985.

B.A., English, The Pennsylvania State University, 1980.

B. ACADEMIC APPOINTMENTS

*Associate Vice Provost and Director*, Program in Writing & Critical Inquiry, the University at Albany, State University of New York, 2013 – present.

*Professor*, Department of Educational Theory and Practice, the University at Albany, State University of New York; courtesy appointment in Department of English; 2016 - present

*Associate Professor*, Department of Educational Theory and Practice, the University at Albany, State University of New York; courtesy appointment in Department of English; 2001 - 2016.

*Associate Dean for Academic Affairs*, School of Education, the University at Albany, State University of New York, 2009 - 2010.

*Associate Professor*, Department of English, the University at Albany, State University of New York, 2000 - 2001.

*Assistant Professor*, Department of English, the University at Albany, State University of New York, 1995 - 2000.

*Assistant Professor*, jointly appointed in Departments of English and Curriculum & Instruction, Purdue University, 1991 - 1995.

*Adjunct Instructor*, English, Ohio University (Lancaster) Correctional Programs, 1990.

*Graduate Teaching Associate*, The Ohio State University, 1989-1990.

*Chair*, English Department, Vermont Academy, Saxtons River, VT, 1986-1988.

*Teacher*, English Department, Vermont Academy, Saxtons River, VT, 1985-1988.

*Adjunct Instructor*, English, University of New Hampshire, 1987.

#### C. RELATED ADMINISTRATIVE EXPERIENCE

*Director*, *Capital District Writing Project*, 2003 - 2017.

*Member*, *New Site Leadership Institute Planning Team*, National Writing Project; 2008 - 2011.

*Director*, *Writing Center*, The University at Albany, State University of New York, 1995 - 1998; 1999- 2001.

*Co-Director*, *English Education Program*, Purdue University, 1993-1995.

*Chair*, *English Department*, Vermont Academy, Saxtons River, VT, 1986-1988.

#### D. SCHOLARLY ACTIVITY

##### 1. Books:

Yagelski, R. P. (2011). *Writing as a way of being: Writing instruction, nonduality, and the crisis of sustainability*. New York: Hampton Press.

##### Reviews:

May, T. (2015). Review: *Writing as a Way of Being*. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 20(1).  
<http://kairos.technorhetoric.net/20.1/reviews/may/index.html>

Mathieu, P. (2014). Review of *Writing as a Way of Being*. *Composition Studies*, 42(2), 175-178.

- Macaluso, K. (2013). Re-writing English education: A review of Robert Yagelski's *Writing as a Way of Being*. *Changing English: Studies in Culture and Education*, 20(4), 433-442. DOI: 10.1080/1358684X.2013.855556
- Yagelski, R. P., and Leonard, S. A. (eds.). (2002). *The relevance of english: Teaching that matters in students' lives*. Urbana, IL: NCTE.
- Reviews:
- Shafer, G. (2003). Review of *The Relevance of English*. *Teaching English in the Two-Year College*, 30(4), 437-439.
- Weinstein, S. (2005). We are English: Looking for practical relevance in practitioners' relevance. *Pedagogy*, 5(3), 483-494.
- Yagelski, R. P. (2000). *Literacy matters: Writing and reading the social self*. New York: Teachers College Press.
- Reviews:
- Branch, K. (2002). Literacy beyond the contact zone. *College English*, 64(3), 360-376.
- Daane, M. (2000). Review of *Literacy Matters: Writing and Reading the Social Self*. *Journal of Adolescent and Adult Literacy*, 44(3), 292-293.
- DeStigter, T. (2001). Infinite combinates of the literate self. *English Education*, 33(3), 246-251.
- Loudermilk, S. (2001). Review of *Literacy Matters: Writing and Reading the Social Self*. *Basic Writing E-Journal*, 3(1).  
<http://bwe.cuny.cuny.edu/Issue%203.1.html#literacy>
- McComiskey, B. (2002). Review of *Literacy Matters: Writing and Reading the Social Self*. *College Composition and Communication*, 53(4), 751-754.

## 2. Articles in Refereed Journals:

- Yagelski, R. P. Writing, silence, and well-being. (Forthcoming in 2018) *Journal of the Assembly for Expanded Perspectives on Writing*, 23.
- Wilder, L., and Yagelski, R.P. (Forthcoming in 2018). Examining cross-disciplinary analytic strategies in first-year college writing. *Research in the Teaching of English*, 52(4).

- Whitney, A., Hicks, T., Zuidema, L., Fredricksen, J., & Yagelski, R.P. (2014). Teacher-writers: Then, now, and next. *Research in the Teaching of English*, 49(2), 177-184.
- Wilcox, K., Yagelski, R. P., & Yu, F. (2014). The nature of error in adolescent student writing. *Reading and Writing: An Interdisciplinary Journal*, 27(6), 1073-1094.
- Yagelski, R. P. (2013). Literacy and consequences: A response to Kate Vieira. *Literacy in Composition Studies*, 1(1), 56-59.
- Yagelski, R. P. (2012). Writing as praxis. *English Education*, 44(2), 188-204.
- Yagelski, R. P. (2009). A thousand writers writing: Seeking change through the radical practice of writing as a way of being in the world. *English Education*, 42(1), 6-28. [Winner of 2010 NCTE Janet Emig Award for exemplary scholarship]
- Alsup, J., Emig, J., Pradl, G., Tremmel, R., Yagelski, R.P., Alvine, L., DeBlase, G., Moore, M., Petrone, R., and Sawyer, M. (2006). The state of English education and a vision for its future: A call to arms. *English Education*, 38 (4), 278-294.
- Yagelski, R. P. (2006). "Radical to many in the educational community": The process movement after the hurricanes. *College English*, 68(5), 531-544.
- Yagelski, R. P. (2005). Stasis and change: English education and the crisis of sustainability. *English Education*, 37(4), 262-271.
- Hurlbert, C., Owens, D., and Yagelski, R. P. (2005). Making CCCC matter more. *Writing on the Edge*, 15(2), 67-91 .
- Yagelski, R. P. (2001). Computers, literacy, and being: Teaching with technology for a sustainable future. *Kairos*, 6(2). <http://english.ttu.edu/kairos/6.2/features/yagelski>.
- Yagelski, R. P. (1999). The ambivalence of reflection: Critical pedagogies, identity, and the writing teacher. *College Composition and Communication*, 51(1), 30-50.
- Yagelski, R. P., and Grabill, J. T. (1998). Computer-mediated communication in the undergraduate writing classroom: A study of the relationship of online discourse and classroom discourse in two writing classes. *Computers and Composition*, 15(1), 11-40.
- Yagelski, R. P. (1997). What does NAFTA mean? Teaching text for the 1990's. *English Education*, 29(1), 38-58.
- Yagelski, R. P., and Powley, S. (1996). Virtual connections and "real" boundaries: Teaching writing and preparing writing teachers on the Internet. *Computers and Composition*, 13(1), 25-36

- Yagelski, R. P. (1995). A rhetoric of contact: Tecumseh and the native American confederacy. *Rhetoric Review*, 14(1), 64-77.
- Yagelski, R. P. (1995). The role of classroom context in the revision strategies of student writers. *Research in the Teaching of English*, 29(2), 216-38.
- Yagelski, R. P. (1994). Literature and literacy: Rethinking English as a school subject. *English Journal*, 83(3), 30-36.
- Yagelski, R. P. (1994). Collaboration and children's writing: What "real" authors do, what children do. *Journal of Teaching Writing*, 12(2), 217-233.
- Yagelski, R. P. (1989). Written commentaries as a way of learning about writing. *Journal of Teaching Writing*, 8(2), 39-47.
- Yagelski, R. P. (1998). Religion and conformity in the writing classroom. *Radical Teacher*, 35, 26-29.

### 3. Articles in Edited Collections:

- Yagelski, R. P. (2006). English education. In B. McComiskey (Ed.), *English studies: An introduction to the discipline(s)* (pp. 275-319). Urbana, IL: NCTE.
- Yagelski, R. P. (2002). The (ir)relevance of English at the turn of the millennium. In R. P. Yagelski and S. A. Leonard (Eds.), *The Relevance of English: Teaching That Matters in Students' Lives* (pp. 1-19).. Urbana, IL: NCTE.
- Yagelski, R. P. (2000). Asynchronous networks for critical reflection: Using computer-mediated communication in the preparation of secondary school writing teachers. In R. Rickly, S. Harrington, and M. (Eds.), *The online writing classroom* (pp. 339-368). Cresskill, NJ: Hampton Press.
- Yagelski, R. P. (1999). Teacher research as knowledge-making: Dogma and resistance. In J. Addison and S. McGee (Eds.), *Feminist empirical research: Emerging perspectives on qualitative and teacher research* (pp. 163-172). Portsmouth, NH: Heinemann.
- Yagelski, R. P. (1997). Portfolios as a way to encourage reflective practice among preservice English teachers. I. Weiser and K. B. Yancey (Eds.), *Situating portfolios: Four perspectives* (pp. 225-243). Logan, UT: Utah State University Press.
- Yagelski, R. P. (1994). Who's afraid of subjectivity? The composing process and postmodernism, or, a student of Donald Murray enters the age of postmodernism. In T. Newkirk and L. Tobin (Eds.), *Taking stock: Reassessing the writing process movement in the 90's* (pp. 203-215). Portsmouth, NH: Heinemann.

Yagelski, R. P. (1990). Looking for sloppy trees: How research shapes teaching. D. Daiker and M. Morenberg (Eds.), *The writing teacher as researcher: Essays in the theory and practice of class-based research* (pp. 142-152). Portsmouth, NH: Heinemann.

#### 4. Textbooks

Yagelski, R. P. (2018). *Writing: Ten core concepts*, 2<sup>nd</sup> ed. Boston: Cengage.

Yagelski, R. P. (2015). *Writing: Ten core concepts*. Boston: Cengage.

Yagelski, R. P. (2009). *Reading our world: Conversations in context*, 2nd edition. Boston, MA: Wadsworth/Cengage Publishing.

Yagelski, R. P. (2007). *The Thomson reader: Conversations in context*. Boston, MA: Wadsworth/Thomson Publishing.

Yagelski, R. P. (2001). *Literacies and technologies: A reader for contemporary writers*. New York: Addison Wesley Longman.

Yagelski, R.P., and Miller, R. (2010). *The Informed Argument*, 8th edition. Boston: Cengage.

Yagelski, R.P. , and Miller, R. (2003). *The Informed Argument*, 6th edition. Boston: Wadsworth/Cengage Publishing.

#### 5. Related Non-Refereed Professional Publications:

Yagelski, R. P. (2017). Foreword. In C. M. Dawson, *The Teacher-Writer: Creating writing groups fpr personal and professional growth*. New York: Teachers College Press.

Fleischer, C., Ketter, J., and Yagelski, R. P. (2005 Fall). Teach writing, not testing: Some worries about the SAT writing test. *California English*, 11, 22-24.

Yagelski, R. P. (2005, January 9). "Back to Basics" Not the Solution. Guest Column. Glens Falls (NY) *Post-Star*, p. F3.

Yagelski, R. P. (2001). It's (my) story, but I'm (not) sticking to it. *College Composition and Communication*, 52 (4), 655-657.

Yagelski, R. P. (2001). Instructor's manual for *Literacies and technologies: A reader for contemporary writers*. New York: Addison Wesley Longman.

Engler, N., Oborn, L., and Yagelski, R. P. (1998). *Introduction to graduate research and writing*. Albany, NY: Regents College.

Yagelski, R. P. (1994). Contexts of writing. In A. C. Purves (Ed.), *Encyclopedia of English Studies and Language Arts* (pp. 291-292). Urbana, IL: NCTE.

Yagelski, R. P. (1993, Fall). The importance of context in high school writing. *Indiana English*, 17, 5-9.

Yagelski, R. P. (1987). Instructor's Comments. In D. M. Murray, *Write To Learn*, 2nd ed. (pp. 249-251). New York: Holt, Rinehart & Winston.

Yagelski, R. P. (1988, January 17). Fears for a young son going into a test-crazy world. *Boston Sunday Globe*, p. A48.

#### 6. Works in Preparation:

Yagelski, R. P. Academic writing and well-being in a violent world. (article)

Yagelski, R. P. *Writing and well-being: Teaching writing as a practice of living*. (book manuscript)

#### 7. Professional Papers and Presentations (Refereed):

“Integrated strategy for undergraduate retention, success, and preparation for the 21st century.” With Jeanette Altarriba, Richard Fogarty, Linda Krzykowski, and JoAnne Malatesta. Roundtable conducted at the 104th annual meeting of the Association of American Colleges and Universities (AAC&U), Washington, DC; January 27, 2018.

“Cultivating Strategic Action in Teaching Against Plagiarism: Using Plagiarism as Educational Opportunity.” With Gerald Nelms, Carole Papper, Valerie Jacobs, and Scott Leonard. Workshop conducted at the Conference on College Composition and Communication, Portland, OR; March 18, 2017.

“Writing About More Than Writing: Teaching Academic Writing as a Means to Well-Being.” Paper presented at the Conference on College Composition and Communication, Portland, OR; March 16, 2017.

“Plagiarism as Educational Opportunity: Research-Based Response to Student Plagiarizing.” With Gerald Nelms, Carole Papper, Valerie Jacobs, and Scott Leonard. Workshop conducted at the Conference on College Composition and Communication, Houston, TX; April 6, 2016.

“Strategic Action in Teaching Against Plagiarism: Using Plagiarism Pedagogically.” With Gerald Nelms, Carole Papper, Valerie Jacobs, and Scott Leonard. Workshop conducted at the Conference on College Composition and Communication, Houston, TX; April 6, 2016.

“Writing and Well-Being in the age of the Common Core.” Paper presented at the Annual Convention of the National Council of Teachers of English, Minneapolis, MN; November 21, 2015.

“Integrating Research, Assessment, and Practice to Improve First-Year College Writing. With Laura Wilder. Paper presented at the 10<sup>th</sup> Annual Conference of the International Association for the Improvement of Mother Tongue Education (IAIMTE), University of Southern Denmark, Odense, Denmark; June 3, 2015.

“The High-Stakes Writing Classroom: Expectations, Risks, and Assessments.” Roundtable. Conference on College Composition and Communication, Tampa, FL, March 20, 2015.

“Plagiarism as Educational Opportunity.” With Gerald Nelms, Carole Papper, and Scott Leonard. Conference on College Composition and Communication, Tampa, FL, March 18, 2015.

“Inquiry-Based Writing Program Development: Mediating First-Year Challenges.” Annual Conference of the SUNY Council on Writing, Onondaga Community College (Syracuse, NY); September 27, 2014.

“Describing Cross-Disciplinary Analytic Moves in First-Year College Student Writers.” With Laura Wilder. Conference on Writing Research, University of Amsterdam, Netherlands; August 28, 2014.

“Plagiarism as Educational Opportunity in an Increasingly Open-Sourced Age.” With Gerald Nelms, Carole Papper, and Scott Leonard. Conference on College Composition and Communication, Indianapolis, IN, March 19, 2014.

“Writing and Teaching as Transformative Practices.” Paper presented at the Annual Convention of the National Council of Teachers of English, Boston, MA, November 22, 2013.

“The Nature and Frequency of Formal Error in the Writing of Adolescent Students.” With Kristen Wilcox. (In absentia) Paper presented at the Conference on Writing Research; Porto, Portugal, July 12, 2012.

“Writing, Well-Being, and Change: A Theory of Writing and Instruction for a Threatened World.” Paper presented at the Conference on College Composition and Communication, St. Louis, MO, March 23, 2012.

“A Thousand Writers Writing: Re-imagining Mainstream Writing Instruction.” Paper presented at the Annual Convention of the National Council of Teachers of English, Orlando, FL, November 20, 2010.

"Writing, Being, and the Crisis of Sustainability." Paper presented at the Conference on College Composition and Communication, San Francisco, CA, March 12, 2009.

"It's (Not) the Tests: What College Instructors Need to Know About High School Writing Instruction." Roundtable discussion at the Annual Conference of the SUNY Council on Writing, April 21, 2007; University at Albany, SUNY.

"Selling Ideas or Selling Out? Composition Textbooks as Intellectual Inquiry." Paper presented at the Conference on College Composition and Communication, New York City, March 22, 2007.

"Returning to High School, Relearning Teaching, Rethinking English." Paper presented (in absentia) at the Annual Convention of the National Council of Teachers of English, Nashville, Tennessee; November 18, 2006.

"What is Good Writing? The SAT and Conceptions of Writing in Mainstream Education." Paper presented at the Conference on College Composition and Communication, Chicago, IL, March 24, 2006.

"Does CCCC Matter? A Critique and a Proposal." Paper presented at the Conference on College Composition and Communication, San Antonio, Texas, March 26, 2004.

"The Literate Self, Community, and Sustainability." Paper presented at the 14th North American Interdisciplinary Conference on Community and the Environment, Saratoga Springs, NY, February 19, 2004.

"Transforming Teacher Education Through Writing Center Pedagogy." Paper presented at the Conference on College Composition and Communication, New York City, March 20, 2003.

"A Nondualist Pedagogy As a Way of Re-Imagining Self and Community." Workshop presentation at the Conference on College Composition and Communication, New York City, March 19, 2003.

"Innovation, Technology, and Academic Culture: Mentoring Graduate Students in Computers and Writing." Paper presented (in absentia) at the Computers and Writing Conference, Illinois State University (Normal, Illinois), May 17, 2002.

"Qualitative Research, Truth Claims, and Curriculum Reform." Paper presented at the Conference on College Composition and Communication, Chicago, Illinois, March 23, 2002.

"Computers, Literacies, and Being in a Changing World." Paper presented at the Computers and Writing Conference, Ball State University (Muncie, Indiana), May 20, 2001.

"Writing and Being: New Visions of a Literate Self and Community for a Sustainable World." Paper presented (in absentia by Emmanuel Savopoulos) at the Conference on College Composition and Communication, Denver, Colorado, March 17, 2001.

"Writing and Being: Re-imagining Literacy, Teaching, and the Self." Paper presented at the Conference on College Composition and Communication, Minneapolis, Minnesota, April 14, 2000.

"Re-imagining Literacy in the Late Age of Print: What Teachers Should Know About Technology and Literacy." Paper presented at the Annual Convention of the National Council of Teachers of English, Denver, Colorado, November 21, 1999.

"Critical Evaluation and the World Wide Web." Paper presented at the Annual Convention of the National Council of Teachers of English, Denver, Colorado, November 20, 1999.

"Literacy, Authority, and Education Reform." Paper presented at the Conference on College Composition and Communication, Atlanta, Georgia, March 26, 1999.

"Multiple Literacies and the Relevance of Academic English." With Scott Leonard. Watson Conference on Rhetoric and Composition; University of Louisville, Louisville, KY, October 8, 1998.

"Teaching and Assessing Writing From Afar: What is 'Local Context' in Large-Scale Writing Assessment in Distance Education?" Paper presented at the Conference on College Composition and Communication, Chicago, Illinois, April 4, 1998.

"Computer-Mediated Communication, Peer Critique, and Critical Reflection." Paper presented at the Annual Convention of the National Council of Teachers of English, Detroit, November 22, 1997.

"Netiquette in the Classroom: If We Are Flamed, Do We Not Burn?" (Paper presented in place of Claudine Keenan.) Paper presented at the Annual Convention of the National Council of Teachers of English, Detroit, November 22, 1997.

"The Ambivalence of Reflection, or, Zen and the Art of Reflective Teaching." Paper presented at the NCTE conference on Expanding the Conversation on Reflection, Montreal, Canada, June 28, 1997.

"Who Are We? Defining Composition Studies in 16 (Not-So-)Easy Weeks." Conference on College Composition and Communication, Phoenix, AZ, March 15, 1997.

"Writing Across Technologies: Electronic Genres, Electronic Literacies." Conference on Writing Across Disciplines, Genres, Cultures," University of New Hampshire, October 5, 1996.

"Computer-Mediated Communication in the Undergraduate Writing Classroom." Paper presented in absentia with Jeffrey Grabill, Computers and Writing Conference, Logan, UT, May 22, 1996.

"Multiple Discourses in the Computer Writing Classroom." Conference on College Composition and Communication, Milwaukee, WI, March 29, 1996.

"Cautionary Tales: Potholes on the Information Superhighway." Paper presented at pre-convention workshop, "Making Learning Happen on the Internet," National Council of Teachers of English Spring Conference, Boston, MA, March 20, 1996.

"Resistance Among Pre-Service and Practicing Teachers: A Collaborative Inquiry." With Sarah Robbins and Kathleen Yancey. Annual Convention of the National Council of Teachers of English, San Diego, November 17, 1995.

"'A Relentless Descent from the General to the Specific': 'Understanding Local Acts of Writing and Reading.'" Conference on College Composition and Communication, Washington, D.C., March 23, 1995.

"Embracing Diversity: A Writing Assessment Workshop." Sixth UNH Biennial Conference on Teaching Writing, University of New Hampshire, Durham, NH, October 8, 1994.

"Virtual Connections and Real Boundaries: Teaching Writing and Preparing Writing Teachers on the Internet." Computers and Writing Conference, University of Missouri, May 22, 1994.

"University/Secondary Collaboration in Teacher Education: Using Portfolios in Teacher Preparation." With Joy Seybold, Bonnie Fusiek, and Lana Snellgrove. National Council of Teachers of English Conference on Portfolios, Technology, and the World, Indianapolis, IN, May 6, 1994.

"Writing Assessment and the Challenges of Cultural Diversity." Conference on College Composition and Communication, Nashville, TN, March 17, 1994.

"What Does NAFTA Mean? Language Arts for a Democracy in the 1990's." Annual Convention of the National Council of Teachers of English, Pittsburgh, PA, November 19, 1993.

"Native American Rhetoric: Public Discourse and the Rhetoric of Survival." Conference on College Composition and Communication, San Diego, CA, April 1, 1993.

"Assessment and the Challenges of Cultural Diversity." Annual Convention of the National Council of Teachers of English, Louisville, KY, November 23, 1992.

"Context and Composing: A Study of the Effects of Classroom Context on the Composing Processes of High School Students." Annual Convention of the National Council of Teachers of English, Louisville, KY, November 23, 1992.

"Who's Afraid of Subjectivity: A Student of Donald Murray Enters the Age of Postmodernism." UNH Conference on the Writing Process: Prospect and Retrospect, University of New Hampshire, Durham, NH, October 10, 1992.

"Write as if Your Life Depended Upon It: Indiana 2000 and the Purpose of High School English." Indiana Teachers of Writing Annual Conference, Indianapolis, IN, September 25, 1992.

"Revising and Context: Re-assessing What We Know About How Students Revise." Research Network, Conference on College Composition and Communication, Cincinnati, OH, March 18, 1992.

"Context and Composing: Understanding the Role of Context in Student Writing." Indiana Teachers of Writing Annual Conference, Indianapolis, IN, September 27, 1991.

"Democracy and the Five-Paragraph Theme." UNH Conference on Reading and Writing (in) the Academy, University of New Hampshire, Durham, NH, October 5, 1990.

"Defining Literacy." MLA Responsibilities for Literacy Conference, Pittsburgh, PA, September 14, 1990.

"What Context Means, or, Andy Writes an Essay." Penn State Conference on Rhetoric and Composition, State College, PA, July 13, 1990.

"Written Commentaries as a Way of Learning About Writing." Fall Conference of the English Council of Central Ohio, Columbus, OH, October 26, 1989.

"Why Poetry and Politics Don't Mix: A Look at Post-Modern American Political Poetry." Graduate Student Conference, University of Iowa, October 13, 1989.

"Teaching the Politics of Style, the Politics of Teaching Style." Penn State Conference on Rhetoric and Composition, State College, PA, July 14, 1989.

"Written Commentaries as a Way of Learning About Writing." MSU/MCTE Spring Conference on the English Language Arts, Michigan State University, April 15, 1989.

"Research as a Way of Re-seeing Student Error." Third Miami University Conference on the Teaching of Writing, Oxford, OH, October 21, 1988.

"Workshopping Literature: Using Writing to Read Fiction and Poetry More Effectively." NCTE Spring Conference, Boston, MA, March 26, 1988.

"Students *and* Teachers as Learners: Taking the Hidden Meaning Out of Literature." New England Association of Teachers of English Annual Convention, Nashua, NH, October 23, 1987.

"What High School Teachers Should Know About Writing." New England Teachers Conference, Sturbridge, MA, April 24, 1987.

"Bridging the Gap: Composition Research and the Secondary School." University of New Hampshire Conference on Composition Research, Durham, NH, October 12, 1986.

"Theologies and Ideologies in the English Classroom." Conference on College Composition and Communication, New Orleans, March 15, 1986.

"What is High School English?" Fourth International Conference on the Teaching of English, Ottawa, Canada, May 15, 1986.

"A Reading/Writing Process Workshop: Primary Through University" (presented with Donald Graves). Fourth International Conference on the Teaching of English, Ottawa, Canada, May 13, 1986.

"When is an Essay Focused?" Conference on College Composition and Communication, Minneapolis, MN, March 21, 1985.

#### 8. Lectures and Invited Talks:

"Writing, Teaching, and Well-Being." Keynote address, 12<sup>th</sup> Annual IDEAS Symposium, Nassau Community College, Hempstead, NY; November 3, 2017.

"Strategies for Using Writing to Support Learning and Foster Well-Being." Workshop. 12<sup>th</sup> Annual IDEAS Symposium, Nassau Community College, Hempstead, NY; November 3, 2017

"Writing, Silence, and Well-Being." Keynote address, Annual Conference of the Assembly for Expanded Perspectives on Learning; Estes Park, CO; June 22, 2017.

"Writing and Well-Being: Thoughts on Teaching Academic Writing as a Humane Practice." Invited lecture. Temple University; Philadelphia, PA; March 21, 2016

"Writing, Learning, and Well-Being: Why Writing Should Matter in Every Classroom." Keynote Address. Writing Matters Conference, SUNY-Cortland; Cortland, NY; March 28, 2015.

"The Myth of Authenticity in Writing: Voice and the Experience of Writing." Keynote Address. Pacific Rim Conference on Literature and Rhetoric." University of Alaska, Anchorage, AK; February 27, 2015.

"Writing as Praxis." Keynote address. Spring Conference of the Conference on English Education, National Council of Teachers of English; Fordham University; New York, June 18, 2011.

“It’s More Than the Basics: What Educators Should Know About Adolescent Writing.” Webinar. Sponsored by the Capital Area School Development Association. Broadcast online on February 15, 2011.

“Establishing an Effective College Writing-in-the-Disciplines Program.” Invited Talk, Manhattan College School of Arts; February 15, 2010.

“Digital Literacies: How Technology is Changing Writing.” Invited Talk, Mid-Ohio Writing Project, Mansfield, OH; November 8, 2008.

“What About the Writer Writing? Some Thoughts on the Experience of Writing and Why It Matters.” Invited Talk, Mid-Ohio Writing Project, Mansfield, OH; November 8, 2008.

“The Writing Teacher as a Subversive: Our Best Hope for a Better Future.” Keynote Address, Hudson Valley Writing Project Saturday Seminar Series on Teachers as Writers; New Paltz, NY; October 18, 2008.

“Writing as Learning: Using Writing to Sharpen Students' Minds Across the Curriculum.” Keynote Address, Superintendent's Conference Day, Watervliet School District, Watervliet, NY; April 24, 2008.

“What is Good Writing? The Good News and the Bad.” Keynote address, English language Arts Conference Day for Hamilton-Fulton-Montgomery Counties BOCES, Canajoharie High School, Canajoharie, NY; October 5, 2007.

“It Takes (and Makes) a Village: Writing Instruction, Community-Building, and the Crisis of Sustainability.” Keynote address on President's Opening Day; SUNY-Cortland, Cortland, NY; August 23, 2007.

“It Takes (and Makes) a Village: Writing Instruction, Community-Building, and the Crisis of Sustainability.” Invited Lecture, Saint Joseph's University, Philadelphia, NY; April 12, 2007.

“Writing as Learning: Using Writing to Sharpen Students' Minds Across the Curriculum.” Keynote Address, Superintendent's Conference Day, Berne-Knox-Westerlo School District, Berne, NY; March 23, 2007.

“The Writing Project as a Subversive Activity: Building a Community of Transformative Intellectuals One Teacher at a Time.” Discussions About Teaching English Conference, SUNY-Cortland, Cortland, NY; March 7, 2007.

“Why Teach Writing? Some Thoughts About Composition and Sustainability.” Invited talk, University of Akron, Department of English; February 1, 2007.

"It Takes (and Makes) a Village: Writing Instruction and Community-Building." Keynote address, 2nd Annual UAlbany Literacy Institute, State University of New York at Albany; Albany, NY; June 28, 2006.

"Digital Literacies, Ownership, and the Globalized Self: Writing Instruction in the 21st Century." Luncheon keynote address, Conference of the SUNY Council on Writing, SUNY-Oswego; Oswego, NY; April 8, 2006.

"Visual Power: Employing Images in Argumentation." Wadsworth Lecture Series (webinar), March 2, 2004.

A Conversation About Literacy. Bread Loaf Masters Program in English, Middlebury College, VT; July 28, 2003.

"Writing, Self, and Community: English Studies for a Just and Sustainable Future." Invited talk; Oregon State University, May 29, 2003.

"Literacy, Technology, and Being: Teacher Education for a Sustainable World." Albany Institute for Research in Education, Brown Bag Series, State University of New York at Albany, February 4, 2002.

"Integrating Literacy and Technology." Brooklyn Friends School, Brooklyn, NY, February 21, 2001.

"Teaching the Writing-Intensive Course." Partners in Pedagogy Faculty Workshop Series, Center for Excellence in Teaching and Learning, SUNY-Albany, October 12, 2000.

"Classical Rhetoric in the Modern Curriculum." Invited talk; Eastern Zone Latin Teachers Association annual dinner, Albany, NY, June 15, 2000.

"Assigning and Evaluating Student Writing." Partners in Pedagogy Faculty Workshop Series, Center for Excellence in Teaching and Learning, SUNY-Albany, February 28, 2000.

"Introducing Students to Online Technologies." Faculty Seminar Series, Center for Excellence in Teaching and Learning, SUNY-Albany, March 9, 1998.

"Using Technology to Promote Active Learning." With Linda Pershing. Faculty Seminar Series, Center for Excellence in Teaching and Learning, SUNY-Albany, November 12, 1997.

"Reading, Writing, and RAM: Teaching Literacy in the Computer Age." Keynote Address, Annual Conference of the Vermont Council of Teachers of English; Burlington, Vermont, October 24, 1997.

"Why All Teachers Should Teach Writing." Talk delivered to the faculty of Bronx High School of Science, Bronx, NY, January 31, 1996.

"Understanding Literacy." Presentation to Capital District Writing Project, Albany, NY, October 21, 1995.

"Finding Stories." Frankfort Schools Young Authors Conference, Frankfort, IN, February 19, 1994.

"Computer-Mediated Communication in the Teaching of Writing." Vocational Education Research Seminar Series, Purdue University, September 30, 1994.

"Where Stories Come From." Young Authors Conference, Sponsored by the Greater Lafayette Reading Council, Lafayette, IN, April 10, 1993.

Video teleconference about writing for children, Durgan Elementary School, Lafayette, IN, March 16, 1993. [re-broadcast on community access television channel]

"Language Arts for the 21st Century." Address delivered at the Delta Kappa Gamma annual luncheon meeting, Lafayette, IN, February 6, 1993.

"Exploration of Context in Writing." Vocational Education Research Seminar Series, Purdue University, December 4, 1992.

"Collaboration and the Children's Book Author: What 'Real' Authors Do, What Children Do." T.E.L.L. Conference, Lafayette, IN, November 16, 1991.

#### 9. Inservice presentations:

Developing a Coherent Writing Curriculum for Grades 9-12. With Carol Forman-Pemberton. Series of ten workshops conducted for faculty of Berkshire School, Sheffield, MA; May 2015 through June 2017.

"Multimodal Challenge: Technology and the Evolving Purposes of Postsecondary Writing Instruction." ThinkTech English Composition Leadership Institute, sponsored by Cengage Learning; San Diego, CA; February 13, 2015.

"Developing a Literacy-Rich Curriculum to Meet the New Common Core Learning Standards." With Carol Forman-Pemberton. All-day workshop conducted at Capital Region Board of Cooperative Educational Services, Latham, NY, May 17, 2011.

"Creating Professional Learning Communities." Keynote address, Superintendent's Day, Berne-Knox-Westerlo Central School District, March 27, 2009.

Workshop on Writing Across the Curriculum, Berne-Knox-Westerlo Central School District; Berne, NY; September 29, 2008.

“Writing and Learning.” Keynote address and workshop, Superintendent Inservice Days, Schenectady City School District, NY; August 25-27, 2008.

Workshop Leader, Writing Across the Curriculum, Berne-Knox-Westerlo Central School District, April 21, 2008.

“Teaching Writing and Learning in the Disciplines.” Two-day workshop for college faculty. Indiana University of Pennsylvania, May 1998-2000, 2002-2009.

Facilitator, Professional Writing Workshop, Hudson Valley Writing Project/Capital District Writing Project, New Paltz, NY; October 27, 2007.

Workshops on Using Writing to Support Learning Across the Curriculum. Berne-Knox-Westerlo School District, Berne, NY; June 29 and September 5, 2007.

Facilitator, Professional Writing Retreat, Hudson Valley Writing Project/Capital District Writing Project, Poughkeepsie, NY; April 28-29, 2007.

“Teaching Writing in the Disciplines More Effectively.” Workshop for Faculty, UAlbany, June 6-8, 2006.

Workshops on Teaching Grammar in Context. The Darrow School, New Lebanon, NY, March 8 and April 10th, 2006.

A Conversation on Writing as Process. Chatham Central School District. Chatham, NY, February 7, 2005.

"Teaching Argument as Inquiry and Problem-Solving." Workshop for new graduate teaching assistants, English Composition Program, Clemson University; August 6, 2004.

Workshop on Teaching Grammar and Style in Rhetorical Perspective. Penn State University, August 26, 2002.

Workshop on Teaching Writing and Reading with Technology. Maysville Community College, Maysville (KY), November 2-3, 2001.

"Integrating the Writing Process in the Content Areas." Ballston Spa Middle School, Ballston Lake, NY, February 26 and March 26, 1997.

"The Writing Process Across the Disciplines." Ballston Spa Middle School, Ballston Lake, NY, February 10, 1997.

"Authentic Assessment in the Language Arts." With Peg Finders. Livingston Community Schools, Livingston, MT, March 2-3, 1995.

"Authentic Assessment in Language Arts." With Peg Finders. Marsh Elementary School, Michigan City, IN, February 22, 1994.

"Portfolios Across the Curriculum." Anderson High School, Anderson, IN, January 11, 1994.

"Whole Language and Response to Student Writing." Marsh Elementary School, Michigan City, IN, November 23, 1994.

"Portfolios and Peer Response." John Glenn High School, Walkerton, IN, November 9, 1994.

"Assessing Portfolios in English Language Arts." Carmel Clay Schools, Carmel, IN, October 19, 1995.

"Portfolios Across the Curriculum." Logansport High School, Logansport, IN, September 13, 1994.

"Portfolios Across the Curriculum." Elwood Community Schools, Elwood, IN, September 12, 1994.

"Rethinking Assessment in the Language Arts." Washington Township Schools, Indianapolis, IN, November 29, 1993.

"Linking Assessment to Instruction." Lafayette School Corporation, Lafayette, IN, February 25, 1993.

"Portfolios in the Language Arts." West Central High School, Francesville, IN, March 8, 1993"

"Encouraging Collaboration in Children's Writing." Battle Ground Elementary School, Battle Ground, IN, January 23, 1992.

"Where Writers Get Ideas." Cole Elementary School, Stockwell, IN, November 18, 1991.

"What High School Teachers Should Know About Writing." Vermont Academy, September 9, 1987.

Workshop leader for Vermont Department of Education *Resource Agent Program*, 1986-1988.

## E. TEACHING

### 1. Undergraduate Courses Taught:

- UUNI 110, Seminar in Writing and Critical Inquiry, SUNY-Albany.

- English 303Z, Rhetoric and Poetics: Advanced Non-Fiction Workshop, SUNY-Albany.
- English 494, Seminar in Writing and Tutoring, SUNY-Albany.
- EDCI 422, Methods of Teaching English, Purdue University.
- English 391, Advanced Composition for English Teachers, Purdue University.
- English 498, Supervised Student Teaching, Purdue University.
- English 150, Basic Writing, Ohio University-Lancaster Correctional Programs.
- English 060, Basic Writing, Ohio State University.
- English 401, Introductory Composition, University of New Hampshire.

## 2. Graduate Courses Taught:

- ETAP 850: Critical Pedagogy and Teaching for Change, SUNY-Albany.
- ETAP 777: Methods of Qualitative and Ethnographic Research, SUNY-Albany.
- ETAP 680: Seminar in Educational Research, SUNY-Albany.
- ETAP 655L: Perspectives on Teaching Composition in Secondary School, SUNY-Albany.
- ETAP 530, Writing and Reading Across the Curriculum, SUNY-Albany.
- ETAP 512: Teachers in Context, SUNY-Albany.
- English 725, Literacy and Technology (special topics), SUNY-Albany.
- English 721, Research in Written Composition, SUNY-Albany.
- English 522, History of Rhetoric, SUNY-Albany.
- English 521, Composition Theory, SUNY-Albany.
- English 596D, Issues in the Study and Understanding of Literacy (special topics), Purdue University.
- EDCI 509, The Process Approach to Writing, Purdue University.

- English 810, The Teaching of Writing, University of New Hampshire Summer Masters Program.

### 3. Doctoral Dissertation Committees:

#### Committee Chair:

- Oehler-Marx, L. (2017). *This is a beautiful place and it is worth protecting”: An exploratory study about teacher beliefs and sense of place using activity theory.* [Department of Educational Theory & Practice]
- Donovan, O. (2017). *Using technologies to support the social and academic engagement of young people with cancer.* [Department of Educational Theory & Practice]
- Cavanaugh, K. (2015). *Reading beyond the words: How college students make meaning from multimodal texts.* [Department of Educational Theory & Practice]
- Yonkers, V. (2012). *Knowledge creation in distributed group collaborative workplace writing.* [Department of Educational Theory & Practice]
- Maginnis, J. (2009). *The relationship of clinical faculty training to student teacher self-efficacy.* [Department of Educational Theory & Practice]
- Meyer, C. L. (2006). *transformative learning, transformative teaching: Developing conceptual teachers.* [Department of Educational Theory & Practice]

#### Committee Member:

- Orenstein, A. (2017). *Yogic agency: The yoga within composition and rhetoric.* [Temple University Department of English]
- Mullen, D. (2017). *There's no space like home: Locavore writing and rhetorics of place.* [Department of English]
- Adsit, J. (2014). *What is a writer? Historicizing constructions of the writing life in composition and creative writing.* [Department of English]
- Lee, A. L. (2014). *Teaching writing to East Asian ESL adolescents: Case studies of ESL and ELA teachers.* [Department of Educational Theory & Practice]
- Coryell, J. (2012). *The effectiveness of etymological elaboration as a method of teaching idioms to adolescent English language learners.* [Department of Educational Theory & Practice]

- Vickers, J. C. (2012). *Anatomy of process-based writing center tutorials with nnes writers: What writers take away*. [Department of Educational Theory & Practice]
- Bower, R. (2010). *Recovering Brande: Freewriting and sustainable (procedural) expression*. [Department of English]
- Rosenthal, J. (2010). *Stories of transformation: Place-based education in the lives of teachers along the Hudson River*. [Department of Educational Theory & Practice]
- Eversman, M. (2009). *Harm reduction in outpatient drug-free substance abuse treatment settings*. [School of Social Welfare]
- Gusa, D. (2009). *White institutional presence: The impact of whiteness on campus climate & the relational context of white institutional presence*. [Department of Educational Theory & Practice]
- Snyder, C. (2009). "We do not see things as they are. we see things as we are": *Capturing the transformation of career changing women from stem fields to teaching*. [Department of Educational Theory & Practice]
- Brough, D. (2008). *The relationship of the required knowledge and competencies of the American Culinary Federation Foundation Accrediting Commission (ACFFAC) for post-secondary culinary arts programs to the perceived needs of the work place*. [Department of Educational Theory & Practice]
- Gidseg, E. (2007). *Standards, accountability, and the voices of experienced kindergarten teachers*. [Department of Educational Theory & Practice]
- Needle, M. (2006). *Emotions at Work*. [Department of English]
- Brown, C. (2005). *The student writer as the citizen in public journalism*. [Department of English]
- Cruz, C. (2005). *The experience of women college athletic coaches*. [Department of Educational Theory & Practice]
- Hurlbut, J. (2005). *Shaker children: Their lives, literatures, and literacies*. [Department of History]
- Waithe, W. (2005). *Transformative Learning in non-institutionalized settings*. [Department of Educational Theory & Practice]

Mitchell, J. (2004). *Sustaining a critical literacy in composition studies: The place of current-traditional rhetoric in composition theory and practice*. [Department of English]

#### 4. Masters Theses:

Ozkose-Biyik, Cagri. (2006). *A preliminary evaluation of the distance english language teacher training program*. [Department of Educational Theory & Practice]

#### SERVICE

##### Professional (Editorial Boards and Journal Reviewing):

- Member, Editorial Board, *Literacy in Composition Studies*, 2012 – present.
- Member, Editorial Advisory Board, *English Education*, 2005 – 2012.
- Member, Editorial Board, *Journal of Writing Assessment*, 2003 - 2006.
- Member, Editorial Board, *Journal of Teaching Writing*, 1996 - 2002.
- Editorial Assistant, *Written Communication*, 1989-1990.
- Consulting Reader: *Assessing Writing*, *College Composition and Communication*, *College English*, *English Education*, *Journal of Advanced Composition*, *Research in the Teaching of English*, *Written Communication*, *WPA Journal*.
- Manuscript Reviewer: SUNY Press; Teachers College Press; Oxford University Press; National Council of Teachers of English Publications; Addison Wesley Longman; Utah State University Press; Bedford Books; Heinemann Educational Books; Heinle; Houghton Mifflin; St. Martin's Press; Holt, Rinehart, & Winston; Routledge.

##### Professional Organizations:

- Member, Committee on the Preparation of Writing Teachers, Conference on College Composition and Communication, 2008 - 2010.
- Member, Board of Directors, Teacher Education Accreditation Council (TEAC), 2007-2010.
- Member, Executive Committee, Conference on English Education, 2005 - 2008.
- Chair, Moffett Award Committee (subcommittee of Conference on English Education), 2006-2007.

- Member, Emig Award Committee (subcommittee of Conference on English Education), 2006-2007.
- Chair, ad hoc Committee on NCTE's Relationship With NCATE, Conference on English Education, spring and summer, 2006.
- Chair, NCTE Task Force on the Impact of the SAT and ACT Writing Tests, 2005. (Task force report available at <http://www.ncte.org/about/press/120541.htm>.)
- Co-convenor, CEE Leadership Summit; Georgia State University, Atlanta; May, 2005.
- Member, Meade Award Committee (subcommittee of Conference on English Education), 2005.
- Member, Commission on Composition, National Council of Teachers of English, 2000 - 2003.
- Member, Teacher and Student Use of Electronic Online Communication Committee, National Council of Teachers of English, 1997 - 2000.
- Secretary, Executive Committee, Indiana Teachers of Writing, 1992 - 1995.

Other Professional Service Activities:

- External Reviewer, Department of English, Ohio University, 2015.
- External Reviewer, Department of English, Indiana University of Pennsylvania, 2010-2011.
- Expert Reviewer, New York State Department of Education, Common Core Standards, 2010.
- Proposal Reviewer, National Council of Teachers of English Annual Convention, 2005 – 2008.
- External Reviewer for Research and Creative Activity Program, College of Letters and Science, Montana State University; 2003.
- Research Team Member, CoLEARN Project, National Council of Teachers of English; spring, 2002 - 2004. Helped coordinate national research on literacy instruction in K-12 school settings.
- Reviewer for Tenure and Promotion Cases: University of Alabama (2017), University of Alaska (2017), Indiana University – Purdue University at Indianapolis (2017), West Virginia University (2017), Pennsylvania State University (2011), Ohio State University (2008), University of Alabama (2007), Arizona State University (2006), Fairfield University (2006),

Texas Tech University (2005), Queens College-CUNY (2004), Montana State University (2003), Indiana University-Purdue University at Fort Wayne (2002).

University at Albany:

- Member, UAlbany Strategic Planning Steering Committee, 2016 - 2018.
- Member, Provost's Working Group on Enhancing the Student Experience, 2015 - present.
- Chair, Undergraduate Academic Council, 2014 – 2016.
- Member, Strategic Planning Working Group for Undergraduate Education, 2010 - 2012. Developed proposal for Writing and Critical Inquiry Program.
- Provost's Review Committee for UAlbany 2020 Impact Plan hiring proposals, Fall 2011, Spring 2012.
- Member, Provost's Budget Advisory Group, 2009, 2010, and 2011.
- Chair, Provost's Task Force on Undergraduate Writing Instruction, 2006 - 2008.
- Senator (representing School of Education), University Senate, 2004 - 2008.
- Member, University Life Council, 2004 - 2008.
- Chair, Committee on Residential Life (subcommittee of University Life Council), Fall 2004 - 2005.
- Member, Council on Libraries, Information Systems, and Computing; 1996-1998.

School of Education:

- Member, Academic Council, 2008 – 2012, 2015 - 2016 (*ex officio* 2009-2010).
- Chair, Assistant Dean Search Committee, Fall, 2011.
- Member, Committee on School of Education Reaccreditation by Teacher Education Accreditation Council (TEAC), 2010.
- Chair, Academic Standing Committee, 2009-2010.
- Chair, Faculty Council, 2002 – 2004, 2005 - 2006.

- Member, Faculty Council, 2002 – 2008. [Duties included annual review of SoE scholarships, distinguished dissertations, and FRAP proposals]
- Member, Committee on SoE Accreditation by the Teacher Education Accreditation Council (TEAC), 2004-2005.

Department of Educational Theory & Practice:

- Member, ad hoc committee for Professor Peter Shea promotion review, spring 2017 – spring 2018.
- Chair, ad hoc committee for Professor Kristen Wilcox tenure and continuing appointment review, spring 2016 – spring 2017.
- Member, ad hoc committee for Professor Tamika Carey (Department of English) tenure and continuing appointment review, 2016 - 2017.
- Chair, ad hoc review committee for the reappointment of Professor Kristen Wilcox, spring 2013.
- Chair, Program Committee, 2002 – 2006, 2008 – 2011.
- Member, Program Committee, 2002 – 2012.
- Member, ad hoc committee for discretionary salary increases, 2011.
- Member, ad hoc review committee for the promotion of Professor Carla Meskill to full professor, 2006 - 2007.
- Member, ad hoc review committee for the reappointment of Professor Peter Shea, spring 2006.
- Member, ad hoc committee on departmental administration, 2005-2006.
- Chair, ad hoc committee on MSSE Program, 2004.
- Member, Ad Hoc Committee on Curriculum Library, School of Education, 2002 - 2003.
- Member, Student Committee, 2001 – 2002.

RESEARCH GRANTS

- “Investigating the Impact of First-Year Composition: A Comparative Study on One Campus.” Co-Investigator (Principal Investigator: Laura Wilder). Proposal submitted to the Spencer Foundation. \$43,376. 2016. Not funded.
- “Investigating the Impact of First-Year Composition: A Comparative Study on One Campus.” Co-Investigator (Principal Investigator: Laura Wilder). Proposal submitted to the CCCC Research Initiative (National Council of Teachers of English). Funded. \$9750. 2015 – 2017.
- SEED Grant for Continuation of College-Ready Writers Program. Capital District Writing Project. Principal Investigator. Funded by the National Writing Project. Funded. \$20,000. 2016 – 2017.
- SEED Grant for Teacher Leadership Development. Capital District Writing Project. Principal Investigator. Funded by the National Writing Project. Funded. \$20,000. 2014 – 2015.
- College-Ready Writers Program. Federal I3 grant through the National Writing Project. Principal Investigator. Funded. \$593,000. 2013 – 2016.
- SEED Grant for Teacher Leadership Development. Capital District Writing Project. Principal Investigator. Funded by the National Writing Project. Funded. \$20,000. 2012 – 2013.
- Capital District Writing Project. Proposal for new National Writing Project site, submitted fall 2003. Federal grant. Principal Investigator. Funded. Renewed annually since 2004. \$330,000 awarded from 2003 through 2011.
- National Study of Writing Instruction. Grant awarded as subcontractor to the National Writing Project for study of secondary writing instruction in five states. Funded. \$20,000. 2008-2010.
- With Jane Agee and Sheila Flihan. “The Development of Literacy Competencies in Adolescence.” Proposed longitudinal study of literacy development in grades 9 through 13. Submitted to Spencer Foundation, Fall, 2000. Co-Investigator. Not funded.
- With Linda Pershing. “Promoting Active Learning and the Development of Student Writing in ‘Classism, Racism, and Sexism: Issues,’ a Human Diversity Course.” SUNY-Albany Innovation in Teaching Grant, awarded spring, 1997.
- “Computer-Mediated Communication in the University Classroom.” School of Liberal Arts Center for Undergraduate Instructional Excellence, Purdue University, awarded spring 1994. (course releases granted to pursue proposed study)

- “The Role of Rhetoric in 18th Century Native American Society.” Selected as a Purdue University finalist for the 1994 National Endowment for the Humanities Summer Stipends program. Not Funded.
- “Understanding the Role of Context in Written Composition.” Purdue Research Foundation Summer Faculty Grant; summer, 1993. Funded.
- “Revising and Context: Re-assessing What We Know About How Students Revise.” School of Liberal Arts Faculty Incentive Research and Teaching Grant, Purdue University, 1991-1992. Funded.
- “What Context Means: A Study of the Role of Contextual Factors in the Processes and Products of Student Writers.” Rhetoric and Composition Graduate Student Research Stipend, English Department, Ohio State University, 1989. Funded.
- “What is High School English?” NCTE Research Foundation Teacher-Researcher Grant, 1986. Funded.

#### AWARDS

- Department of English Faculty Excellence in Teaching Awards for 1991-1992, 1992- 1993, 1993-1994, and 1994-1995.
- Fellowship (one semester), Center for Undergraduate Instructional Excellence, Purdue University, 1994.
- Outstanding Faculty Teacher of the Year, Kappa Delta Pi International Honor Society of Education, ETA chapter, Purdue University, Spring, 1992.
- Multi-Year University Fellowship, Ohio State University, 1988, 1990.
- Summer Fellowship, University of New Hampshire, 1984.

#### ADDITIONAL CONSULTING ACTIVITIES

- Consultant for Writing Assessment, Diagnostic Assessment and Achievement of College Skills (DAACS), Excelsior College. Fund for the Improvement of Postsecondary Education grant. 2015 – 2017.
- Writing and Curriculum Consultant, The Berkshire School (Sheffield, MA). Helped develop and implement a graduated writing curriculum for grades 9 through 12. 2015 - 2017.

- ACT, 1996 - 2012. Member, English Content Review Panel. Helped evaluate national writing assessment.
- Ballston Spa Middle School, 1997 - 1998. Helped integrate writing in the disciplines.
- Ballston Spa School District, 1997. Helped develop district-wide standards for writing.
- Regents College (now Excelsior College), Albany, NY, Composition Examination Committee, 1995 - 1998. Helped develop a composition examination for college credit.
- Regents College (now Excelsior College), Albany, NY, Master of Arts in Liberal Studies, 1996 - 1997. Helped develop materials for graduate-level research and writing.
- Jefferson High School, Lafayette, IN, 1992-1994. Helped develop large-scale writing assessment for incoming freshman students.

#### OTHER PUBLICATIONS

*The Day the Lifting Bridge Stuck*. New York: Bradbury Press, 1992. (children's book)

"Riding Out a Marital Storm." *Good Old Boat*. September/October 2008: 68-69.

"Rites of Passage." *Albany Times Union*, July 16, 2000: G1, G4. (Available at <http://www.albany.edu/faculty/rpy95/winds/rites.htm>)

"Weathervane Thieves." *New England Monthly*, November, 1985: 32-33.

"Q & A: Colonel Jose Muratti." *New Hampshire Times*, December 23-30, 1984: 14.

"Life in a Vane." *New Hampshire Times*, December 8-15, 1984: 13-15.

"Living on the Edge." *New York Alive*, July/August, 1983: 54-57.

"Our Infant Death Dilemma." *Kiwanis*, April, 1983: 24-27.

"Wanted: Small-Town Doctor." *Country Journal*, August, 1982: 75-80.

"Carriage Auction." *Americana*, May/June, 1982: 23.

"Rural Health Care Center: Marriage Made in Philadelphia." *Philadelphia Inquirer*, April 1, 1982.

"Carriages." *Early American Life*, February, 1982: 57-61.

"Roy Kain: Carriage Maker." *Country Journal*, October, 1981: 60-63.

"Self-Reliance." *Today* (Sunday magazine of *Philadelphia Inquirer*), February 22, 1981: 21  
(reprinted in *PSBA Bulletin*, July/August, 1981).

"The Legacy of Pennsylvania Coal Mining." *Scranton Sunday Times*, June 17 & 24, July 1 & 8, 1979.

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