**Genie Giaimo**

 **Curriculum Vitae**

**Mailing Address Contact Information**

43 B South St. Phone: 917.748.5607

Middlebury VT, 05753 Email: ggiaimo@middlebury.edu

# EDUCATION

Ph.D., English, Northeastern University

M.A., English, Clark University

B.A., English & Psychology, Clark University

**RESEARCH INTERESTS**

* Writing program administration
* Assessment
* Rhetoric of health and medicine & labor
* Scholarship of teaching and learning

# APPOINTMENTS

First Year Writing Placement Director

Middlebury College, 2020 - Present

Assistant Professor of Writing and Rhetoric and Director of the Writing Center

Middlebury College, 2019 - Present

Writing Center Director

The Ohio State University, 2016 – 2019

Assistant Professor of English and Director of the Writing Centers

Bristol Community College, 2014 – 2016

# SELECTED ASSESSMENT PROJECTS (asterisk denotes student collaborator)

# Millsaps College, Designing and Enacting effective assessment to measure student perceptions of self-confidence/self-efficacy in writing.

# Amherst College, Designing and Enacting First-Year Student Directed Writing Placement.

# MiddData, corpus analysis of data science curricula, literacy, and communication, with Dr. Alex Lyford and Constance Laranja Gooding.\*

# PUBLICATIONS (asterisk denotes student collaborator)

**Monographs**

Giaimo, G.N. (2023). *Unwell Writing Centers: Searching for Wellness in Neoliberal Educational*

*Institutions and Beyond*. Utah State University Press.

Giaimo, G. (Ed.) (2021). [*Wellness and Care in Writing Center Work*](https://ship.pressbooks.pub/writingcentersandwellness/)*: A WLN Digital Edited*

*Collection*. Digital Edited Collections: An Imprint of WLN.

**Giaimo, G.N.** & Lawson, D. (**under contract, in review**). *Where Have We Been, Where Are We*

*Going? Stories About Writing Center Labor*. WAC Clearinghouse, Practices & Possibilities book series.

O’Neill, M. & **Giaimo, G.N.** (**under contract,** **favorably reviewed**). *Writing Assessment at Small*

*Liberal Arts Colleges.* Parlor Press, Writing Program Administration book series.

Giaimo, G. N. (**in progress**). *Chronic: Narratives about Aging, Chronic Illness, and Disability in*

*Academia.*

**Editorship**

Professional Editor (2022 – Present). *The Peer Review*. International Writing Center Association.

**Journal Special Issues**

**Giaimo, G.N.** & \*Hashlamon, Y. (2020). “Wellness and Self-Care in Writing Center Work.”

*WLN: A Journal of Writing Center Scholarship*, *44*(5-6).

Giaimo, G.N. (2017). “Two-Year Colleges Research and Assessment Special Issue.” *Praxis: A*

*Writing Center Journal*, *15*(1).

**White Papers**

Parsons, M. & **Giaimo, G.N.** (2023) **(in progress)**. State of Writing Center Structures and Labor.

Northeast Writing Centers Association.

**Giaimo, G.N.**, Caswell, N., Dixon, E. & Smith, T. (2023) **(in progress)**. State of Anti-Racist

Practices and Occupational Pressures in Writing Center Administrative Work. International Writing Centers Association.

**Open Educational Resources**

Modey, C., Cheatle, J., & **Giaimo, G.** (2022). [Writing Center Session Note Data Repository](https://doi.org/10.7302/25dd-as06),

University of Michigan Deep Blue Data Repository.

\*Spelman, B. & **Giaimo, G.** (Ed.) (2022). [Ward Prize in Writing: A Celebration of First-Year](https://pressbooks.middcreate.net/wardprizewriting2021to2022/)

[Student Writing at Middlebury College](https://pressbooks.middcreate.net/wardprizewriting2021to2022/).

\*Jones, E. & **Giaimo, G.** (2021). “[Grades Make Me Depressed”: Re-evaluating Meaning Making](https://pressbooks.middcreate.net/ungradingtoolkit/)

[in Our Grading Systems](https://pressbooks.middcreate.net/ungradingtoolkit/).

\*Spelman, B. & **Giaimo, G**. (2021). [Vermont Pushing Guide](https://pressbooks.middcreate.net/adhdtoolbox/).

**Giaimo, G.** & \*Gooding Laranja, C. (2021). *[Camp Writing Tutor](https://pressbooks.middcreate.net/campwritingtutor/)*[:](https://pressbooks.middcreate.net/campwritingtutor/) *[A Summer Guide to Writing](https://pressbooks.middcreate.net/campwritingtutor/)*

*[Tutoring at Middlebury College](https://pressbooks.middcreate.net/campwritingtutor/)*.

# Peer Reviewed Articles (asterisk denotes undergraduate or graduate student co-author)

O’Brien, K.R., Bennett, A., & **Giaimo, G.** (**in progress).** “The Effects of Writing Center

Attendance and Revision Work on STEM Student Writing Performance in a Sophomore Level Evolution Course.”

Giaimo, G.N. **(in revision)**. “I Don’t Know How to Feel”: Dispatches From a First-Year Writing Classroom During the Pandemic.” *Composition Studies.*

**Giaimo, G.N.** & \*Turner, S. (**accept with minor revisions**). “Quantity Over Quality? Defining

Tutor Flexibility Through Strategy Use and Session Engagement.” *College Composition*

*and Communication*.

Giaimo, G.N. \* Reardon, K. (**proposal accepted**). “Wrap-around support via a directed self-placement model: a treatment for SLAC writing programs.” *Journal of Writing Assessment*.

Giaimo, G.N.(2023). **“**Trading Spaces: Space as Metaphor for Contingency in Writing Centers.”*Writing Center Journal*, 41(*1*), 35 – 41. https://doi.org/10.7771/2832-9414.1949

\*Gulino, J. & **Giaimo, G.N.** (2023). “Communicating Work-Related Conflict: Textual Analysis of

Politeness Strategies and Linguistic Cues in Tutor Session Notes.” *The Peer Review*, *7*(*2*).

Giaimo, G.N. (2022). “Sonnet Corona Project: 3.13.” *Watchung Review*.

\*Hambrick, K., & **Giaimo, G.** (2022). “Understanding the Challenges and Needs of International

STEM Graduate Students: Implications for Writing Groups.” *Across the Disciplines* 19(*1*), 7-26.

Giaimo, G.N. (2022). “Multimodality and Carework: Meaning Making About Loss and Grief.” *Journal of Multimodal Rhetorics*. 6(2). http://journalofmultimodalrhetorics.com/6-2-issue-intro

\*Gooding Laranja, C., Lyford, A., & **Giaimo, G.N.** (2022).“Writing Goals in U.S. Undergraduate

Data Science Course Outlines: A Textual Analysis.” *Teaching Statistics: An International Journal for Statistics and Data Science Teaching* 44(*3*), 110-118. http://doi.org/10.1111/test.12314

Giaimo, G.N. (2022). “Continuing to Labor in a Crisis: Counternarratives to Workism Culture.” *Praxis: A Writing Center Journal* *19*(2), 3-9.

Modey, C., **Giaimo, G.N.**, & Cheatle, J. (2021). “Session Notes: Preliminary Results from a Cross-

Institutional Survey About Their Use.” *Praxis: A Writing Center Journal,* *18*(3), 52-75.

Cheatle, J., **Giaimo, G.N.**, Hastings, C., & Modey, C. (2020). “Networked [Writing] Centers:

Utilizing Online Visualization Tools On Large Multi-Institutional Data Sets.” [*Kairos*, *25*(1](http://kairos.technorhetoric.net/25.1/index.html)).

Giaimo, G.N. (Invited) (2020).“Laboring in a Time of Crisis: The Entanglement of Wellness and

Work in Writing Centers.” *Praxis: A Writing Center Journal*, *17*(3), 1-12.

\*Bourgeois, M., & **Giaimo, G.N.** (2019). “Instituting and Assessing Online Writing Groups: When

Flexibility and Change Support Engagement and Writing Success.” [*ROLE:* *Research in Online Literacy Education*, *2*(2](http://www.roleolor.org/instituting-and-assessing-asynchronous-online-writing-groups.html)).

**Giaimo, G.N.** & \*Turner, S. (2019). “Session Notes as a Professionalization Tool for Writing

Center Staff: Conducting Discourse Analysis to Determine Training Efficacy and Tutor

Growth.” *Journal of Writing Research*, *11*(1), 131-162. **Received the Council of Writing Program Administrators Outstanding Scholarship Award, 2022; Finalist for IWCA Scholarship Award, Outstanding Article, 2019.**

Giaimo, G.N. (2019). “Where Theory and Praxis Collide: Supporting Student-Led Writing Center

Research at Two-Year Colleges.” *Teaching English in the Two-Year College*, *46*(4), 297-316. **Finalist for IWCA Scholarship Award, Outstanding Article 2019.**

**Giaimo, G.N.**, Cheatle, J., Modey, C., & Hastings, C. (2018). “It’s All in the Notes: What Session

Notes Can Tell Us About the Work of Writing Centers.” *Journal of Writing Analytics*,*2*(1), 225-256. **Finalist for IWCA Scholarship Award, Outstanding Article 2018.**

Giaimo, G.N. (2017). “Focusing On the Blind Spots: RAD-Based Assessment of Students’

Perceptions of A Community College Writing Center.” *Praxis: A Writing Center Journal*, *15*(1), 55-64.

Giaimo, G.N. (2016). “Memory, Brains, and Narratives? The Humanities as a Testing-Ground

for Bioethical Scenario Building.” *Literature and Medicine*, *34*(1), 53-78.

Giaimo, G.N. (2013). “Psychological Diffusions: The Cognitive Turn in Alison Bechdel’s *Are*

*You My Mother? A Comic Drama*.” *European Journal of Life Writing*, *2*(1), 35-58.

Giaimo, G.N. (2010). “Talking back through ‘talking Black’: African American English and

agency in Walter Mosley’s *Devil In a Blue Dress*.” *Language and Literature*, *19*(3), 235-247.

Giaimo, G.N. (2007). “From a Body Acted Upon, to a Body Acting.” *Mystery Readers Journal*,

*23*(1), 12-17.

# Chapters in Peer Reviewed Edited Collections

#

Giaimo, G.N.(**forthcoming 2024**). ““Authorized Aid”: What Honor Codes Signal to Learners and

Educators About The Writing-Collaboration Process.” *Writing Assessment at Small Liberal Arts Colleges*. O’Neill, M. & Giaimo, G. (eds.), Parlor Press, Writing Program Administration book series.

Giaimo, G.N. (**forthcoming 2024**). “Confessions of an Eager Supervisor: Unlearning Classed “Workism” in Academia.” *The Reluctant Supervisor: Recognizing and Rethinking Power in Writing Center Supervisory Practices*. Azima, R., Levin, K., Steck, M., & Kar Tang, J. (eds.)

**Giaimo, G.N.**, Caswell, N., Brooks-Gillies, M., Faison, W., & Dixon, E. (**forthcoming August**

**2023**). “Remaking IWCA: A Call for Sustained Anti-Racist Change.”*Writing Centers and*

*Racial Justice: A Guidebook for Critical Praxis*. Haltiwanger Morrison, T. & Evans Garriott, D.A. (eds.),Utah: Utah State University Press.

**Giaimo, G.N.** & Cheatle, J. (2023). “New Writing Center Ecologies: Challenging Inherited

Sensemaking in the Center.” *Sensemaking in Writing Programs and Writing Centers*. Malenczyk, R. (ed.), Utah: Utah State University Press.

Giaimo, G.N. (2022). “Is it Enough? An Interrogation of the Wellness Turn in Writing Centers.”

A*ffect & Emotion in the Writing Center*. Morris, J. & Concannon, K. (eds.), South Carolina: Parlor Press**.**

**Giaimo, G.N.** & Cheatle, J. (2021). “Integrating Graduate Students: Creating a Writing Center

Community Through Shared Language and Practice.” *Re-defining Roles: The Professional,*

*Faculty, and Graduate Consultant’s Guide to Writing Centers*. Jewell, M. & Cheatle, J. (eds.), Utah: Utah State University Press.

Giaimo, G.N. (2021). “Methods in Wellness and Care Research in Writing Centers: An Overview.”

*Wellness and Care In Writing Center Work Digital Edited Collection*. Giaimo, G. (ed.), Imprint of WLN: Journal of Writing Center Scholarship.

Alsop, S., King, V., **Giaimo, G.N.**, & Xu, X. (2020). “Uses of Corpus Linguistics in Higher

Education Research: An Adjustable Lens.” *Theory and Method in Higher Education Research Vol. 6*. Huisman, J. & Tight, M. (eds.), West Yorkshire: Emerald Publishing**.**

Giaimo, G.N. (2013). “Salvation in the Wilderness: Early African American Spiritual

Autobiography’s Appropriation of the American Jeremiad, an eco-critical analysis.” *Ecology and Life Writing*. Hornung, A. & Baisheng, Z. (eds.), Heidelberg: Universitätsverlag Winter.

Giaimo, G.N. (2009). “Teaching Contemporary Detective Fiction across the English Curriculum.”

*Murder 101: Essays on the Teaching of Detective Fiction.* Rielly, E.J. (ed), North Carolina: McFarland.

# Selected Book Reviews

*Around the Texts of Writing Centers*. R. Mark Hall. Genie Giaimo. *Journal of Teaching Writing* (2018).

*The Ecological Other: Environmental Exclusion in American Culture.* Sarah Jaquette Ray. Genie

Giaimo. *MELUS: Multi-Ethnic Literature of the United States* (2015); doi:10.1093/ melus/mlv039

# *Nancy Drew and Her Sister Sleuths*. Michael G. Cornelius & Melanie E. Gregg, eds. & *The Hardy*

# *Boys Mysteries, 1927–1979: A Cultural and Literary History*. Mark Connelly. Genie Giaimo. *CLUES: A Journal of Detection,* 27.1 (2009)

# Selected Invited Interviews and Other Media

“Interview with Genie Giaimo about *Unwell Writing Centers*.” Slow Agency (2023).

[Pedagogue podcast](https://www.pedagoguepodcast.com/episodes.html), with Dan Lawson (2022).

“[Blog Post on an Exemplary Writing Program](https://slacwpa.org/index.php/2021/10/25/spotlight-on-the-middlebury-writing-center-with-genie-giaimo/)” *SLAC WPA* (2021).

“[Interview with Genie Giaimo about *Wellness and Care in Writing Center Work*](https://www.wlnjournal.org/blog/2021/05/genie-giaimo/).” *WLN: A journal*

*of Writing Center Scholarship* (2021).

“[Writing Center Wellness and Care work in Turbulent Times](https://www.wlnjournal.org/blog/2020/05/writing-center-wellness-and-carework-in-turbulent-times-part-1/),” **Genie Giaimo** & Yanar

Hashlamon.\* *WLN: A Journal of Writing Center Scholarship* (2020).

# “What is a Writing Center?” *The Middlebury College Campus Newspaper* (2020).

# “Working Towards the Trifecta: A WLN Special Issue on Wellness and Self-Care.” *WLN: A*

# *Journal of Writing Center Scholarship* (2018).

“From the Guest Editor.” *Praxis: A Writing Center Journal* (2017).

“Interview with Dr. Genie Giaimo.” *Praxis: A Writing Center Journal* (2017).

“On Community College Writing Center Scholarship and Empirical Research: An Interview with

Genie Giaimo.” *Praxis: A Writing Center Journal* (2015).

# PLENARY, KEYNOTE, AND INVITED TALKS

2023 RMWCA, *Unwell Writing Centers* book talk, July 13.

2023 AALAC, “Managing Workplace Expectations and "Workism" Habits in Higher Education,” June 16.

2023 Boston-area Rhetoric and Writing Network, “Creating Networks of Care: Writing Administration and Well-Being,” June 3.

2023 Northern California Writing Centers Association Conference, Keynote, April 1.

2023 SLAC-WPA, “Student-Led FYS Assessment,” January 6.

2022 Council of Writing Program Administrators, Outstanding Scholarship Award Reception, October 28, online.

2021 “Creating Anti-Racist and Community Oriented Mission Statements,” Keene State University Writing Center, November 19, online.

2021 Works-in-Progress Workshop Co-Facilitator, International Writing Center Association Conference, October 20, online

2021 RMWCA Summer Book Club on *Wellness and Care in Writing Center Work* (Giaimo, ed.), Plenary Speaker, August 11, online

2021 “Wellness and Care for Writing Center Administrators,” IWCA Summer Institute, Plenary Speaker, June 14, online

2021 “Writing Centers as Data Repositories and Research Sites,” MiddData Program, March 25, online

2021 “Emotions and Affect in Administrative Work Roundtable,” Southeastern Writing Center Association, February 11, online

2020 “Laboring in a Time of Crisis: The Entanglement of Wellness and Work in Writing Centers,” Wittenberg College Writing Center, October 23, online

2020 “Wellness During Academic Unrest,” Columbus Science Pub, June 18

2020 “Supporting, Creating, Measuring: Naming and Reconsidering the Commonplaces of Writing Center Work: Research Grant Impacts Panel” CCCC, Milwaukee, WI, March 25 – 28 (canceled due to COVID-19)

2019 “Research methods roundtable,” International Writing Center Association Conference, Columbus OH, October 16

2018 “Mindfulness, Care, and Wellness in Writing Centers,” Central Michigan University Writing Center, November 9, Online

2018 “Voyant Tools Demonstration,” Writing Analytics Conference, Malmo, Sweden, May 24

2018 “Conducting RAD Assessment,” OWCC, Cincinnati, OH, April 13

2017 “Different models for writing groups and retreats within/sponsored by writing centers,” (with Brad Hughes, Jo Ann Vogt, and Elizabeth Lenaghan), CIC Writing Program/Center Director’s Meeting, Chicago, IL, April 28

2017 “Writing Center Staffing, Recruitment, and Training Models,” Tsukuba University, Japan, January 20

2017 “University Writing Centers In Context,” Tsukuba University, Japan, January 17

2016 “Quantitative Research Methods and Writing Center Assessment,” Rhode Island Roundtable, Brown University, May 24

2015 “A Case for Integrating Reading into Writing Center Tutoring,” Bristol Community College Vice Presidents Council, Fall River, MA, August 4

2014 “Writing Across the [Un]Disciplines: WAC and Process Writing,” Bristol Community College TASC Training, Fall River, MA, August 18

2014 Respondent, Cognitive Science in the Arts and Humanities Symposium, Stony Brook University, New York, March 13

2014 “Where Time and Memory Collide: *Maus* and the Neuroscience of Comics,” Mahindra Humanities Center, Cognitive Theory and the Arts Seminar, Harvard University, Cambridge, MA, March 7

2012 “From Baby Book *to Soldier: A Poet’s Childhood*: The Evolution of June Jordan’s Life Narrative,” Clark University English Dept. Colloquium, Worcester, MA, October 3

2011 “Narratives About Teaching with New Media in the College Classroom,” Educational Technology Center Teaching 2.0: Faculty Perspectives and Practices, Northeastern University, Boston, MA, November 30

2011 “The Subterranean World of Memory: Mira Bartók’s Struggle for Articulation in *The Memory Palace*,” Clark University English Dept. Colloquium, Worcester, MA, September 28

2011 “Living Memories: A Cognitive Neuroscientific Approach to Reading Contemporary American Memoir,” Sensing the Body Working Group, Harvard University, Cambridge, MA, March 10

2010 “Teaching with Digital Technology in the College Classroom,” Digital Media and Design Studio Technology Conference, Northeastern University, Boston, MA, April 13

# TEACHING EXPERIENCE

**Middlebury College, Middlebury, VT**

1010: Contemplative Writing, Contemplative Practice (New Course)

0345: Labor Rhetorics: Work in the U.S. Imaginary (New Course)

1230: Data Science Across Disciplines Writing Studies (New Course) (1 section/12 students)

1004: Meaningful Writing (New Course) (1 section/16 students)

1008 The Art and Science of the Interview (New Course) (1 section/13 students)

0212: Issues and Methods in Tutoring Writing (3 sections/45 students)

0100: Writing and Power (3 sections/55 students)

0500: Directed Study (7 students)

 **Independent Study Projects (WRPR 500)**

 Spring 2022 Oral Histories and Community Writing in White Swan Community

 Spring 2022 Storytelling as Activism: Multimodal Rhetorics

 Winter 2022 Contemplative Writing Practices: An Experiential Approach

 Fall 2021 Discourse Analysis of Writing Center Session Notes

 Fall 2021 Unlearning School: Higher Education Ethnography

 Fall 2021 Community Writing and Publishing Practices in Vermont

 Spring 2021 Writing and Belonging: Self-Efficacy of URM STEM Students

**The Ohio State University, Columbus, OH**

3467: Issues and Methods in Tutoring Writing (3 sections/60 students)

Guest Lecturer: Science Communication Graduate Course

Guest Lecturer: Materials Science Graduate Course, NSF Grant Writing

# Bristol Community College, Fall River, MA

Special Topic in Comics and Graphic Narratives (New Course) (1 section/20 students)

Contemporary Ethnic American Literature (1 section/20 students)

Writing About Literature (4 sections/80 students)

Tutoring in a Writing Center Practicum (2 sections/30 students)

# Clark University, Worcester, MA

Ethnic American Literature (with Teaching Assistant) (1 section/25 students)

Contemporary American Detective Fiction (New Course) (2 sections/40 students)

First-Year Expository Writing (2 sections/40 students)

# Northeastern University, Boston, MA

Advanced Writing in the Disciplines (health sciences, social sciences) (5 sections/100 students)

First-Year College Writing (12 sections/240 students)

Guest Lecturer: Introduction to Literature, Bechdel’s *Fun Home* and graphic memoir

Guest Lecturer: Opening the Archive, Aimé Césaire’s re-writing of *The Tempest*

#  Becker College, Worcester, MA

First-Year College Writing (3 sections/80 students)

Advanced Composition (3 sections/80 students)

American Literature II (1 section/25 students)

# GRANTS, FELLOWSHIPS, & AWARDS

2023 Axinn Center for the Humanities Faculty Research Seminar, $1,000.00

2022 Alliance to Advance Liberal Arts Colleges Grant, $20,000.00.

2022 Gladstone Award Honoring Excellence in Teaching, $10,000.00**.** unfunded.

2022 Conflict Transformation and Writing Pedagogy, $75,000.00, unfunded.

2022 Council of Writing Program Administrators Outstanding Scholarship Award.

2022 Middlebury Public Humanities Labs Initiative Enrichment Grant, $1,000.00.

2022 Martinson Excellence Award in Writing Program-Center Administration, SLAC WPA, (nominated)

2021 Middlebury Anti-Racism Pedagogy Grant, Writing and Rhetoric, $10,000.00.

2021 Middlebury MiddData Micro-Grant, $1,000.

2021 Middlebury Undergraduate Research Office, Summer Research Award, $10,200.00.

2021 Middlebury Humanities Center, Humanities Lab Initiative Grant, $2,600.

2021 Middlebury MiddData Micro-grant, $1,000.

2021 Mellon-Funded Engaged Listening Fellowship, Middlebury College, $8,000

2020 Middlebury Provost Funding “Promoting Writing Enriched Instruction in the Disciplines: A Program for Faculty Development,” $50,000, (tabled, COVID-19)

2019 Middlebury Ada Howe Kent Pedagogy Grant, $1,600.00

2019 OSU Excellence in Undergraduate Research Mentoring Award

2019 OSU Professional Development Grant, $1,000.00

2018 IWCA Research Grant: “It’s All in the Notes: What Session Notes Can Tell Us About

the Work of Writing Centers,” $1,000.00

2016 National Science Foundation IUSE-EHR Implementation Grant: “Improving

undergraduate STEM written communication and scientific literacy through

implementation of a campus-wide STEM-focused Writing Center” (unfunded)

2015 Perkins Postsecondary Professional Development Funds, $2,012.00

2013 NU Graduate Dissertation Completion Fellowship (Declined)

2011 – 2013 Research Fellow, Cognitive Neuroscience Laboratory, Harvard University

2011 NU Educational Technology Center Mobile Digital Media Grant, $500.00

2010 Johannes Gutenberg University Travel Grant, Mainz, Germany, $850.00

2009 NU Educational Technology Center Digital Media Grant, $250.00

2005 Herman A. Witkin Grant, Clark University, $300.00

# ASSESSMENT AND WRITING CENTER CONSULTATION

# 2023 Millsaps College, Mississippi

# 2022 St. Paul’s School, New Hampshire.

# 2022 Amherst College, Directed Self-Placement Development and Implementation

# 2022 Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), QEP Lead Evaluator, Millsaps College.

# 2018 Singapore Institute of Technology, Singapore.

# 2017 Dublin High School, Ohio.

# 2017 Tsukuba University, Japan.

# CONFERENCE ACTIVITY/PARTICIPATION

**Panels Organized and Chaired**

2023 Small Liberal Arts Colleges-Writing Program Administrators, “Imagining a More Inclusive First Year Seminar Program: Peer Tutors Share Findings of a SLAC FYS Assessment Project,” with Hinda Ibraahim\*, Angela Izi\*, and Anna Miller.\* March 31st, Online

2020 International Writing Center Association Conference, “Social Justice Listening Session,” October 29, Online

2019 East Central Writing Center Association Conference, “Instituting and Assessing Online Writing Groups: When Flexibility and Change Supports Engagement and Writing Success,” April 5, Dayton, OH

2018 East Central Writing Center Association Conference, “Joining Forces: The Benefits

 of Writing Center and Library Partnerships,” March 23, Columbus, OH

2017 International Writing Centers Association, “Occupational Hazards: A Map to Creating a Culture of Consultant Wellness in Your Writing Center,” November 10, Chicago, IL

2017 East Central Writing Center Association Conference, “Cultivating a Culture of

 Wellness at the Writing Center," Southwestern Michigan College, March 25,

 Niles, MI

2016 Northeast Writing Centers Association, “In the Periphery: Community College

 Writing Centers in a Snapshot and Bristol Community College WC as a Testing

 Ground for RAD Research,” April 2, Keene, NH

2015 Massachusetts Community College Teaching, Learning, and Student Development Conference, “What’s The Risk? Investing in Low Stakes Writing,” April 10, Fall River, MA

2014 Narrative Society, “From Science Fiction to Science Reality: Memory Modification and Neural Augmentation in Contemporary American Science Fiction,” March 28, Cambridge, MA

2013 Northeast Modern Language Association, “The Cognitive Turn in Contemporary American Literature,” March 21-24, Boston, MA

2009 Mid-Atlantic Popular Culture Association, “The Graphics in Memoir: Individual and Communal Memory as ‘Truth’ in *Persepolis: The Story of a Childhood,*” November 5-7, Boston, MA

# Presentations

2023 CCCC, “Composing Writing Center Justice: Building Community to Address WC Challenges/Opportunities,” February, Chicago, IL

2022 Fall Faculty Forum, “Learning Through Pleasure: What Assessment Can Tell Us About Student Writing Confidences and Learning Outcomes,” October 7, Middlebury, VT

2020 Small Liberal Arts Colleges-Writing Program Administrators, “Engaging Students in Conducting Writing Research,” January, Lancaster, PA

2019 International Writing Centers Association, “Portrait of the Tutor as a Flexible Artist,” With Sam Turner\* and Mike Mattison, October, Columbus, OH

2019 International Writing Centers Association, “The Art of Seeing: Visualizing Writing Center Data Using Voyant,” With Christine Modey and Joseph Cheatle, October, Columbus, OH

2018 International Writing Centers Association, “It’s All in the Notes: What Session Notes Can Tell Us About the Work of Writing Centers,” With Joe Cheatle, Christine Modey, and Candace Hastings, October, Atlanta, GA

2018 Writing Analytics Conference, “Utilizing web-based tools to analyze programmatic documents in writing centers” May 23 - 25, Malmo, Sweden

2018 Writing Analytics Conference, “Writing Centers as Data Repositories,” January 12, St. Petersburg, FL

2016 International Writing Centers Association, Ideas Exchange Forum, October 13, Denver, CO

2016 CCCC, “Supporting Innovation and Effecting Change at Open Access Institutions,” April 6, Houston, TX

2015 League for Innovation in the Community College, “Community College Writing Centers: Managing Expectations While Growing and Innovating,” March 9, Boston, MA

2014 American Society for Bioethics and Humanities, “Memory, Brains, and Narratives? The Humanities as a Testing-Ground for Bioethical Scenario-Building,” October 17, San Diego, CA

2014 MLA, “From Science Fiction to Science Reality: Memory Modification and Neural

 Augmentation in Contemporary American Science Fiction,” January 12, Chicago, IL

2014 MLA, “The Subterranean World of Memory: Mira Bartók’s Struggle for Articulation in *The Memory Palace*,” Jan. 11, Chicago, IL

2013 Narrative Society, “Psychological Diffusions: The Cognitive Turn in Alison Bechdel's *Are You My Mother? A Comic Drama*,” June 28, Manchester, England

2013 American Literature Association, “What’s Freud Got to Do With It? Theory of Mind in Alison Bechdel's *Are You My Mother? A Comic Drama*,” May 25, Boston, MA

2013 Northeastern University English Graduate Student Association Conference, “Alt Methodologies: The Cognitive Turn in Contemporary American Literature,” March 16, Boston, MA

2013 (Joint ACLA/Narrative Society Panel) MLA, “Remediated Photographs and Reconstructed Memories: Personal and Familial Pasts in *Fun Home: A Family Tragicomic*,” January 6, Boston, MA

2012 Northeastern University English Graduate Student Association, “The Remediation of Personal and Familial Pasts in *Fun Home*: *A Family Tragicomic*,” March 30, Boston, MA

2012 Narrative Society, “‘Picturing It’: Visual Memory and Cinematic Structure In June Jordan’s *Solider: A Poet’s Childhood*,” March

15, Las Vegas, NV

2011 Northeast Modern Language Association, “Within and Without: Visual Destabilization of the Narrative Structure in *The Great Gatsby* and *The Professor’s House*,” April 8, Rutgers, NJ

2011 (Roundtable) Northeast Modern Language Association, “The Collapse of the Reunion Fantasy in Daniel Clowes’ *Wilson*: An Adoption Counter Narrative,” Northeast Modern Language Association, April 9, Rutgers, NJ

2011 Northeastern University English Graduate Student Association Conference, “Adoption as ‘Raw’ Material: The Affective and Symbolic Uses of Adoption in Contemporary Cultural Production,” March 20, Boston, MA

2010 Life Writing and Ecology Conference, Johannes Gutenberg University, “Salvation in the Wilderness: The American Jeremiad’s Influence on Early African American Spiritual Autobiography, an eco-critical analysis,” June 27, Mainz, Germany

2010 Northeastern University English Graduate Student Association, “Visual Autobiography and Documentary in the Work of Larry Clark and MF Grimm,” March 13, Boston, MA

2009 American Comparative Literature Association, “Genre Bending Towards a Global Discourse of War: *Persepolis* a ‘Graphic’ Memoir,” March 28, Cambridge, MA

2009 Northeastern University English Graduate Student Association, “Bricolage in *Persepolis: A Story of Girlhood*,” March 15, Boston, MA

2007 Mid-Atlantic Popular Culture Association, “From a Body Acted Upon, to a Body Acting: The Significance of Ethnicity, Race, and Gender in Contemporary Detective Fiction,” Nov. 3, Baltimore, MD

2006 International Conference of the Dialogical Self, “Narratological Constructions of Gendered Identity,” University of Minho, June 2, Braga, Portugal

2006 Women and Gender Conference, “Women Talking About Women: An Exploration of the Gendered Self,” University of Connecticut, Mar. 31, Storrs, CT

2005 New England Women’s Studies Association, “Constructionist Feminist Literary Criticism: An Activist Approach to Gender,” University of Massachusetts, March 5, Dartmouth, MA

# Additional Experience

2011 – 2014 Writing Seminar Developer, NU College of Professional Studies

2012 – 2013 Writing Center Online Asynchronous Tutoring Consultant, NU

2011 – 2012 Writing Center Assistant Director, NU

2010 – 2011 Writing Program Administration Assessment Committee, NU

2008 – 2009 Writing Center Consultant, NU

2008 (Fall) Research Assistant, Opening the Archive, Northeastern University

# RESEARCH AND PROFESSIONAL MENTORSHIP

# Middlebury College

# Hanwen Zhang, May 2023 – Present

# Sheila Camacho, June 2022 – Present

# Prannoy Thakore, September 2022 – Present

# Hinda Ibraahim, February 2022 – Present

# Angela Nkusi Izi, February 2022 – Present

# Kent Canonigo, September 2021 – Present

# Emily Jones, February 2021 – Present

# Mariana Zieve Cohen, February 2020 – Present

# Manya Kula, September 2021 – May 2023

# Makoto Johnstone, September 2020 – May 2023

# Nhan Huynh, February 2020 – May 2023

# Constance Laranja Gooding, February 2020 – May 2023

# Joseph Gulino, February 2020 – May 2023

# Bel Spelman, February 2020 – May 2023

# Cooper Lamb, September 2021 – May 2022

# Ericka Perez, February 2020 – May 2022

# Khuslen Otgonbayar, January 2021 – September 2021

# Nicole Pollack, February 2020 – February 2021 (Honors thesis)

# Simone Edgar Holmes, August 2019 – February 2021

# Victoria Seema Albert, August 2019 – May 2022

# Alex Barber, August 2019 – December 2019

#  The Ohio State University

#  Samantha Turner (English & WGSS, undergraduate) January 2017 – Present

#  Chloe Nelson (English, undergraduate), January 2018 –January 2020 (2020 Fulbright recipient)

#  Cecilia Hardy (English, undergraduate), January 2018 – December 2019

#  Ciara Fulton (English, undergraduate), January 2017 – August 2019

#  Kanjing He (English, undergraduate), January 2018 – May 2019

#  Rylan Lee (English, undergraduate), January 2017 – August 2018

#  Doctoral Student Kiera Hambrick (English), March 2019 – Present

#  Doctoral Student Yanar Hashlamon (English), August 2017 – Present

#  Doctoral Student Wenli Zhang (Education), August 2017 – August 2020

#  Doctoral Student Dora Cheng (Education), August 2016 – August 2019

#  Doctoral Student Alyssa Chrisman (Education), August 2017 – August 2019

#  Doctoral Student Miriam Bourgeois (Near East Languages), August 2016 – August 2019

#  Doctoral Student Janice Jung (Education), August 2016 – August 2019

#  Doctoral Student Cynthia Lin (Education), August 2016 – August 2017

# Bristol Community College

# Reid McKinney, 2014 – 2020

# Danielle Lopez, 2014 – 2018 (2018 Fulbright recipient)

# Casey Bernier, 2014 - 2016

# Debra Earle, 2014 - 2016

# SELECTED FACULTY DEVELOPMENT WORKSHOPS AND TUTOR TRAINING

2022 (**Invited)** “Grades Make Me Depressed”: Re-evaluating Meaning Making in Our Grading Systems, with Emily Jones\*, Middlebury STEM Pedagogy Group

2022 “Why We Write: A Workshop on Meaningful Writing at Middlebury” with Jack Torpey\*, Middlebury CTLR Contemporary Teaching Series for Faculty

2021 “Responding to Student Writing: A Workshop on Writing Feedback,” Middlebury CTLR Faculty Development Lunchtime Series

2021 “Voices from the Writing Center: A Roundtable About Embedded Tutoring,” Middlebury CTLR Contemporary Teaching Series for Faculty

2021 “Mindfulness Writing Workshop for Writing Tutors,” Middlebury College WC

2020 “Anti-racism in Writing Center Work,” Middlebury College WC

2020 “Wellness and Labor in Writing Centers During a Crisis,” SLAC WPA Online

2020 “Creating Writing Assignments and Writing Rubrics: A Recursive Process,”

 Middlebury Writing and Rhetoric Program Faculty Development Spring Series

2020 “Writing Fellows and Campus Writing Culture,” Middlebury WC

2019 “Threshold Concepts in the Disciplines,” Middlebury WC

2019 “Wellness and Self-Care Workshop,” OSU WC

2018 “Writing to learn & Low Stakes Writing: Improving Critical thinking in the STEM classroom,” Center for Life Science Education Faculty Training, OSU

2018 “Finding the Narrative in Your Research: Science Communication for Non- Expert Audiences,” Office of Postdoctoral Affairs, OSU

2018 “Working with Multilingual Writers in the Writing Center,” OSU WC

2018 “Emotional Negotiation in the Writing Center,” OSU WC

2017 “Emergency and Disaster Planning,” OSU WC

2016 “Minimalist Tutoring and Other Tutoring Approaches,” OSU WC

2016 “Cultivating a Culture of Wellness in the Writing Center,” OSU WC

2015 “Cognitive Approaches to Writing Process and Tutoring Writing,” BCC

2015 “Case Studies on Tutoring Sessions and Tutoring Best Practices,” BCC

2015 Newton South HS, Professional Development Day, *Fun Home* Discussion

2015 “Journalism Writing and Tutoring Best Practices,” BCC

2015 “English 101 Portfolio Rubric and Tutoring Portfolio Students,” BCC 2015 “Accommodating Deaf Students in the Writing Center,” BCC

2015 “Professional Writing: Genres and Tutoring Methods,” BCC 2014 “Working With Science Writing in a Writing Center,” BCC 2014 “Working with ESOL Writing in a Writing Center,” BCC

2014 “Non-Directive Tutoring Methods and Setting the Agenda,” BCC 2011 – 2014 Global Student Ambassador One-Week Tutor Training Workshop 2011 – 2013 Law and Public Policy Doctoral Thesis Writing Workshops

# INSTITUTES, SEMINARS, AND WORKING GROUPS

2020 IWCA Summer Research Institute (rescheduled, COVID-19)

2019 - 2022 Middlebury Summer Teaching and Writing Retreat

2019 Dartmouth Summer Institute in Rhetoric and Writing Studies

2017 DMAC Institute, The Ohio State University

2012 – 2016 Boston Rhetoric and Writing Network Summer Institute

2010 – 2015 Cognitive Theory and the Arts Seminar, Harvard University

2010 – 2011 Sensing the Body Working Group, Harvard University

# SERVICE TO PROFESSION

2022 – 2024 Alliance to Advance Liberal Arts Colleges Workshop Chair

2020 – Present IWCA Inclusion and Social Justice Task Force

2019 – Present Steering Committee, Northeast Writing Center Association

2021 – 2022 IWCA Summer Research Institute Co-Chair

2021 – 2022 Co-President, Northeast Writing Centers Association

2019 – 2021 Co-Chair, IWCA Mini-Conference: Research Collaborative @ CCCC’s

2019 – 2020 Proposal Reviewer, IWCA conference

2018 – 2019 Vice President, East Central Writing Center Association

2017 – 2018 Conference Chair & Host, East Central Writing Center Association

2017 – 2018 Member at-Large, East Central Writing Center Association

2015 – 2016 Steering Committee, Northeast Writing Center Association

2012 – 2014 Planning Committee, Narrative Conference

2012 – 2013 Planning Committee, MLA Digital Humanities Conference

# EDITORAL BOARDS AND REVIEWER WORK

2021 – Present Reviewer, *The Peer Review*

2021 – Present Reviewer, *WPA: Writing Program Administration*

2020 – Present Reviewer, American Academy in Berlin, Berlin Prize Applicants

2020 – Present Reviewer, *Best of the Journals in Rhetoric and Composition* book series

2019 – Present Reviewer, *Educational Studies*

2019 – Present Editorial Board, *Journal of Writing Research*

2016 – Present Reviewer, *Writing Center Journal*

2015 – Present Reviewer, *Teaching English in the Two-Year College*

2015 – Present Reviewer, *WLN: A Journal of Writing Center Scholarship*

2012 – Present Editorial Board, *Praxis: A Writing Center Journal*

2004 – 2005 Assistant Editor, *Narrative Inquiry*, Clark University

# DEPARTMENTAL/INSITUTIONAL SERVICE

2020 – Present First-Year Student Writing Placement Director, Middlebury College

2019 – Present Ward Prize Chair, Middlebury College

2020 – 2022 American Association of University Professors, Secretary

2020 – 2021 Writing Minor Development Sub-Committee, Middlebury College

2020 – 2021 WRPR100 course redesign committee, Middlebury College

2019 – 2021 Fulbright Fellowship Committee, Middlebury College

2018 – 2019 Wellness Ambassador, OSU

2016 – 2019 ASC Web Advisory Committee, OSU

2018 – 2019 Engaged Scholarship Committee, OSU

2015 Title III Grant Writing Committee, BCC

2014 – 2016 Staff and Faculty Search Committees (7 searches), BCC

2014 – 2016 Institutional Review Board Committee Member, BCC

2012 – 2013 Vice President, English Graduate Student Association, NU

2011 – 2012 Chair, English Graduate Conference, “Memory Remains,” NU

2010 – 2013 Graduate Student Mentor, NU

2009 – 2011 Planning Committee, English Graduate Conference, NU

2006 – 2007 Faculty search committee, Clark University

# COMMUNITY INVOLVEMENT

2017 – 2019 Coordinator, Columbus Global Academy Community Literacy Project

2014 – 2019 Clark University Alumni Volunteer, Providence

2012 – 2014 ESOL Instructor, Rosie’s Place Women’s Educational Center, Roxbury 2012 – 2013 Tutor, Community Academy of Science and Health, Dorchester

2003—2007 St. Peters Parish Student Mentorship Program, Worcester

# PROFESSIONAL AFFILIATIONS

2019 – Present Small Liberal Arts Colleges-Writing Program Administrators Association

2019 – Present Northeast Writing Centers Association

2015 – Present International Writing Centers Association

2018 – 2022 STEAM Factory, Member

2016 – 2019 East Central Writing Centers Association

2016 – 2019 Big Ten CIC Writing Center Network

2014 – 2016 Northeast Writing Centers Association

2014 – 2016 Boston-Area Writing Center Directors Group

2012 – 2016 Boston Rhetoric and Writing Network (BRAWN)

2011 – 2014 International Society for the Study of Narrative

2008 – 2014 Northeast Modern Language Association

2007 – 2014 Modern Language Association

# RELATED PROFESSIONAL SKILLS

2023 Certified Kundalini Yoga and Meditation Teacher

2016 – Present CITI training for humanities and social science human subjects research; data management and protection; and PI responsibilities

2016 - 2018 REACH Suicide Prevention Training

2012 Protecting Human Research Participants, NIH Office of Extramural Research (License #845952)

2011 Functional Magnetic Resonance Training, Harvard University Center for Brain Science Neuroimaging Facility