

# STACY WITTSTOCK, PH.D.

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MARIST UNIVERSITY  
Department of English  
3399 North Rd, Poughkeepsie, NY 12601

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## EDUCATION

- September 2022     **Ph.D. in Education**, University of California, Davis | Davis, CA  
Emphases: [Writing, Rhetoric, & Composition Studies](#) | [Learning & Mind Sciences](#)
- May 2013            **M.A. in English**, Washington State University | Pullman, WA
- May 2010            **B.A. in English & Music**, Pacific Lutheran University | Tacoma, WA

## ACADEMIC APPOINTMENTS

- 2024 – present     **Assistant Professor**  
Department of English, Marist University, Poughkeepsie, NY
- 2022 – 2024        **Assistant Professor-in-Residence**  
Department of English, University of Nevada, Las Vegas, Las Vegas, NV
- 2016 – 2022        **Associate Instructor**  
University Writing Program, University of California, Davis, Davis, CA
- 2013 – 2016        **Instructor of Composition**  
Department of English, Washington State University, Pullman, WA

## ADMINISTRATIVE APPOINTMENTS

- 2024 – present     **Director of the Writing Center**  
Department of English, Marist University, Poughkeepsie, NY
- 2022 – 2024        **Assistant Director of Composition**  
Department of English, University of Nevada, Las Vegas, Las Vegas, NV
- 2018 – 2021        **Assistant to the Director of Entry Level Writing**  
University Writing Program, University of California, Davis, Davis, CA
- 2019 – 2021        **Lead Graduate Writing Fellow**  
University Writing Program, University of California, Davis, Davis, CA
- 2014 –2015         **Program Coordinator for Small Group Writing Collaboratives**  
Writing Program, Washington State University, Pullman, WA

## PUBLICATIONS

### PEER-REVIEWED PUBLICATIONS

- Wittstock, S.** & Lynch-Binie, A. (forthcoming, Spring 2027). “Pile on more, right?”: Faculty perceptions of teaching labor in the context of generative AI. *Composition Studies*, 55(1).
- Burke Reifman, J., **Wittstock, S.**, Serviss, T., Melzer, D., & Pearsall, B. (2025). Constructivist writing placement: Repositioning agency for more equitable placement. *College Composition and Communication*, 76(3), 423-451. <https://doi.org/10.58680/ccc2025763423>
- Wittstock, S.** (2022). Gatekeeping by design: The use of an exit exam as a “boss text” in a basic writing course. *Journal of Basic Writing*, 41(1-2), 40-75. <https://wac.colostate.edu/docs/jbw/v41n1-2/wittstock.pdf>
- Wittstock, S.**, Sperber, L., Kirk, G., McCarty, K., de Sola-Smith, K., Wade, J., Simon, M., & Fink, L. (2022). Making what we know explicit: Perspectives from graduate writing consultants on supporting graduate writers. *Praxis: A Writing Center Journal*, 19(2). <https://www.praxisuwc.com/192-wittstock-et-al>
- Ching, K. & **Wittstock, S.** (2019). Teaching with digital peer response: Four cases of technology appropriation, resistance, and transformation. *Research in the Teaching of English*, 54(2), 161-182. <https://doi.org/10.58680/rte201930618>

### BOOK CHAPTERS

- Wittstock, S.** & Clinnin, K. (chapter accepted, book under review). Designing a more inclusive teaching practicum. In K. Moreland, C. James, S. Youssef, & L. Nickoson (Eds.) *Writing pedagogy education in practice*. WAC Clearinghouse.
- Hizer, M., **Wittstock, S.** & Wright, J. T. (chapter accepted, book under review). Accessing the rhetoric and composition job market: Reshaping hiring practices through a universal design framework. In C. Lutkewitte & J. Kitchens (Eds.) *Inclusive hiring and job market practices in rhetoric, composition, and writing studies*. National Council of Teachers of English.

### NON-PEER-REVIEWED PUBLICATIONS

- Gomes, M., Tinoco, L., & **Wittstock, S.** (2025). Editors’ introduction: New editors, new directions in writing assessment. *Journal of Writing Assessment*, 18(2). <https://doi.org/10.5070/W4.jwa.56993>

### BOOK REVIEWS

- Wittstock, S.** (2021). Review of *Speaking up, speaking out: Lived experiences of non-tenure-track faculty in writing studies*, edited by Jessica Edwards, Meg McGuire, and Rachel Sanchez. *Composition Studies*, 49(3), 194-198. [https://compositionstudiesjournal.files.wordpress.com/2022/01/wittstock\\_br.pdf](https://compositionstudiesjournal.files.wordpress.com/2022/01/wittstock_br.pdf)

### MANUSCRIPTS IN PROGRESS

- Burke Reifman, J. & **Wittstock, S.** (in progress) Student perceptions of GenAI and writing: Results from a survey study. *The American Educational Research Journal (AERJ)*.

**Wittstock, S.** & Burke Reifman, J. (in progress) GenAI and “good” writing: How undergraduate students see GenAI generated text. *Computers and Composition*.

**Wittstock, S.**, Jackson, N. C., Bidlo, L., Gurskis, S., Rettus, L., Schweitzer, K., & Stevens, T. (blog post in progress). Refusing genAI in the writing center: Perspectives from peer tutors and writing center directors. *Refusing GenAI: A Quickstart Guide*.

Manivannan, V., Fernandes, M., Messina, C. M., McIntyre, M., & **Wittstock, S.** (in progress). A manifesto on generative AI refusal. *Kairos: Disputatio*.

**Wittstock, S.**, Burke Reifman, J., & Serviss, T. (in progress book project). *WPA work at the end of the world: Embracing productive failure and building new traditions*. Parlor Press.

## FACULTY DEVELOPMENT RESOURCES

Messina, C. M. & **Wittstock, S.** (2025). *Ethics of generative AI: Marist University first year seminar shared presentation*.

Saichaie, K., **Wittstock, S.**, and Rossi, M. (2021). *Just-in-time teaching guide*. UC Davis Center for Educational Effectiveness [CEE]. [https://cee.ucdavis.edu/sites/g/files/dgvnsk5371/files/inline-files/2021JITTGuidev.3\\_1.pdf](https://cee.ucdavis.edu/sites/g/files/dgvnsk5371/files/inline-files/2021JITTGuidev.3_1.pdf)

## RESEARCH GRANTS & AWARDS

### NATIONAL RESEARCH AWARDS

2022 Council of Writing Program Administrators (CWPA) Graduate Research Award Honorable Mention

### MARIST UNIVERSITY

2025 Office of the Provost, Summer Research Grant (\$2,000)

### UNIVERSITY OF CALIFORNIA, DAVIS

2017 – 2019 Graduate Group in Education, Research Grants & Fellowships (\$4,933 total)

2016 – 2017 Graduate Group in Education, First-Year Fellowship Award (\$47,694.24)

## TEACHING & SERVICE AWARDS

### WASHINGTON STATE UNIVERSITY

2016 WSU [First-Year Focus](#) Learning Communities Excellence Award (\$300)

## PRESENTATIONS & INVITED TALKS

### INVITED PEER-REVIEWED CONFERENCE PRESENTATIONS

**Wittstock, S.** & Lynch-Binieck, A. (2026, March). Perspectives on generative AI refusal. *Conference on College Composition and Communication*, Cleveland, OH.

**Wittstock, S.** & Lynch-Binieck, A. (2026, January). Making space for generative AI refusal. *Modern Language Association Conference*, Toronto, ON, Canada.

### PEER-REVIEWED CONFERENCE PRESENTATIONS

Burke-Reifman, J., & **Wittstock, S.** (2026, March). Undergraduate student perspectives on GenAI and writing: Emerging analysis from a national study. *Conference on College Composition and Communication*, Cleveland, OH.

**Wittstock, S.**, Burke-Reifman, J., Hubrig, A., Dalton, T., Hammond, J. W., Harrell, B., Jackson, N. C., & Wood, T. (2026, March). Bridging disability studies and writing assessment: Anti-ableist practices in pedagogy and scholarship. *Conference on College Composition and Communication*, Cleveland, OH.

**Wittstock, S.**, Gomes, M., and Tinoco, L. (2026, March). Editing and publishing in Writing Studies: Practical and ethical considerations in scholarly reviewing practices. *Conference on College Composition and Communication*, Cleveland, OH.

McIntyre, M., Fernandes, M., Messina, C. M., Manivannan, V., **Wittstock, S.** (2025, May). Narrating generative AI refusal. *Computers and Writing Conference*, Athens, GA. (presented virtually)

**Wittstock, S.** & Lynch-Binieck, A. (2025, April). “Pile on more, right?”: Exploring faculty perceptions of the labor and resources needed to teach in the context of generative AI. *Conference on College Composition and Communication*, Baltimore, MD.

O'Neill, P., Calhoun-Dillahunt, C., Wood, S., Huot, B., Poe, M., Aull, L., Hammond, J. W., Kelly-Riley, D., Canzonetta Lewis, J., & **Wittstock, S.** (2025, April). Retrospective: Research in writing assessment and the impact of the Journal of Writing Assessment. *Conference on College Composition and Communication*, Baltimore, MD.

Burke Reifman, J., Melzer, D., Pearsall, B., Serviss, T., **Wittstock, S.** (2024, April). Writing placement, productive misalignment, and abundance: Constructivist writing placement in theory and practice. *Conference on College Composition and Communication*, Spokane, WA.

**Wittstock, S.** & Von Bergen, M., Sanchez, R., Watts, K., Baer, M., Barrows, J., Huk, P., Baillargeon, K., Gonzalez Howell, N., & Messer, K. (2024, April). Seeking abundance through assessment: GTAs and NTT faculty speak on their experiences using alternative assessment. *Conference on College Composition and Communication*, Spokane, WA.

**Wittstock, S.** & Clinnin, K. (2024, February). The muddled nature of advanced composition: Understanding and meeting stakeholders’ needs for an upper-division writing course. *Uncharted Territories: Genre, Audience, and Innovation in Advanced Writing Contexts. A University of Southern California Advanced Writing Symposium*. (presented virtually)

Burke Reifman, J., Melzer, D., Pearsall, B., Serviss, T., **Wittstock, S.** (2023, July). Questioning assumptions about DSP and student agency: A proposal for a constructivist writing placement framework. *Council of Writing Program Administrators Conference*, Reno, NV.

Fernandez, M., Flores, W., & **Wittstock, S.** (2023, February). Imagining better futures: Critical strategies and frameworks for institutional change. *Conference on College Composition and Communication*, Chicago, IL.

**Wittstock, S.**, Pearsall, B., Burke Reifman, J., I-Tremblay, E., Crosby, K., Serviss, T. (2022, March). A more just DSP: Constructivist placement. *Conference on College Composition and Communication*, Chicago, IL. (Conference virtual)

- Serviss, T., **Wittstock, S.**, Pearsall, B., Crosby, K., Burke Reifman, J., Timmons Chao, K. & I-Tremblay, E. (2021, March). A shared place(ment) beyond DSP: Designing placement processes for collaboration and integrative literacy. *Conference on College Composition and Communication*. (Conference virtual)
- Wittstock, S.** (2020, July). “We’ve been like an island.”: Community, contingency, and conflict in a cross-institutional developmental writing program. *Council of Writing Program Administrators Conference*, Reno, NV. (Conference cancelled)
- Serviss, T., **Wittstock, S.**, & Pearsall, B. (2020, July). Leading the caravan from the middle: Heuristics for navigating institutional partnerships in the midst of change. *Council of Writing Program Administrators Conference*, Reno, NV. (Conference cancelled)
- Wittstock, S.** (2020, March). “They don’t value us”: Perceptions of community college adjuncts. *Two-Year College English Association Conference*, Milwaukee, WI. (Conference cancelled)
- Serviss, T., **Wittstock, S.**, & Pearsall, B. (2019, July). Leveraging programmatic tension for action: A case study and heuristic for WPAs. *Council of Writing Program Administrators Conference*, Baltimore, MD.
- Ching, K., **Wittstock, S.**, Holland, J., & Schwartz, K. (2018, March). Disrupting pedagogies through digital peer feedback. *Conference on College Composition and Communication*, Pittsburgh, PA.
- Ching, K., **Wittstock, S.**, & Macklin, T. (2018, May). Peer response rebooted: Perceptions and challenges of teaching and learning in digital environments. *Computers and Writing Conference*, Fairfax, VA.
- Wittstock, S.** & Saichaie, K. (2018, April). Supporting faculty in promoting inclusive learning through evidenced-based, just-in-time-teaching resources. *WASC Academic Resource Conference*, Burlingame, CA.
- Wittstock, S.** (2018, March). Widgets or wonders? How digital tools shape literate action in peer response. *Conference on College Composition and Communication*, Kansas City, MI. (Digital Praxis Poster)
- WPA-GO Mentoring Strands Committee. (2017, July). Fostering diversity in the WPA: WPAs of color on mentoring and inclusivity. *Council of Writing Program Administrators Conference*, Knoxville, TN. (facilitated)
- Macklin, T., Clark-Oates, A., & **Wittstock, S.** (2017, June). Building bridges, not walls: Contract grading as a means of supporting diverse writing practices. *Conference on College Composition and Communication at San Jose State University*, San Jose, CA.
- Macklin, T., **Wittstock, S.**, & Jeng, W. (2016, July). Comparative revision writing: Quantitative and qualitative research on students’ perspectives of multimodal instructor feedback. *Council of Writing Program Administrators Conference*, Raleigh, NC.
- Macklin, T., **Wittstock, S.**, Dahlman, J., Selden, P., & Eagan, P. (2015, November). Feeling the burn(out): How non-traditional writing response leads to healthy teachers and students. *National Council of Teachers of English Conference*, Minneapolis, MN.
- Macklin, T., **Wittstock, S.**, Williams, O., & Jeng, W. (2015, October). Renewing commentary practices through the addition of multimodal feedback pedagogy: Theories, implementation,

complications. *Two Year-College English Association Pacific Northwest & Pacific Northwest Writing Centers Association Conference*, Spokane, WA.

- Macklin, T., **Wittstock, S.**, Dahlman, J., Selden, P., & Eagan, P. (2015, July). Sustaining teacher and student sanity: An examination of various response types. *Council of Writing Program Administrators Conference*, Boise, ID.
- Macklin, T., **Wittstock, S.**, & Triana, M. (2015, April/May). Conversational partnerships: Approaching feedback through cooperative methodological inquiry in the writing classroom. *Assessment, Teaching, and Learning Conference*, Spokane, WA.
- Macklin, T., **Wittstock, S.**, Williams, O., & Dahlman, J. (2015, April/May). Stakeholder partnerships: Encouraging student voice and agency through dialogic writing response. *Assessment, Teaching, and Learning Conference*, Spokane, WA.
- Ericsson, P. & **Wittstock, S.** (2014, June). Cumulative technology: How a distributed learning community is shaping an open-source learning environment. *Computers and Writing Conference*, Pullman, WA.
- Wittstock, S.** (2013, April). “She had never known she had a face”: Angela Carter’s critique of heteronormativity in “Peter and the Wolf.” *Northwest Women’s Studies Association Conference*, Moscow, ID.
- Wittstock, S.** (2013, April). “One false step and into the abyss of the dark you stumbled”: Representations of feminism in revisionist “Bluebeard” texts. *M.A. Conference for the Department of English at Washington State University*, Pullman, WA.
- Wittstock, S.** & Williams, O. (2012, October). From the wilderness to the void: How *Firefly* was unable to adapt to modern interpretations of folklore. *Pacific Ancient and Modern Language Association Conference*, Seattle, WA.

#### SPECIAL INTEREST GROUP ANNUAL MEETINGS FOR NATIONAL ORGANIZATIONS

- Wittstock, S.** & Burke Reifman, J. (2026, March). Writing assessment special interest group meeting. *Conference on College Composition and Communication*, Cleveland, OH.
- Wittstock, S.** & Burke Reifman, J. (2025, April). Writing assessment special interest group meeting. *Conference on College Composition and Communication*, Baltimore, MD.
- Wittstock, S.** & Von Bergen, M. (2024, April). Writing assessment special interest group meeting. *Conference on College Composition and Communication*, Spokane, WA.
- Wittstock, S.** & Von Bergen, M. (2023, February). Writing Assessment Special Interest Group Meeting. *Conference on College Composition and Communication*, Chicago, IL.

#### INVITED TALKS ON OTHER MEDIA

- Wittstock, S.** (2023, February). Episode 140: Stacy Wittstock. *Pedagogue Podcast*.  
<https://www.pedagoguepodcast.com/blog/episode-140-stacy-wittstock>
- Wittstock, S.** (2021, December). Episode 13: Stacy Wittstock. *Tell Me More Podcast*.  
<https://www.tellmemorepod.com/episodes/episode-13-stacy-wittstock>

#### CAMPUS PRESENTATIONS & GUEST LECTURES

Messina, C. M. & **Wittstock, S.** (2025, November). Guest lecture on AI ethics in Dr. Carolyn Matheus' *CMPT 110: Artificial Intelligence Literacy*, Marist University, Poughkeepsie, NY.

Messina, C. M. & **Wittstock, S.** (2025, October). Guest lecture on anime adaptations in Dr. Nick Lu's *FYS 101: First Year Seminar on Anime and East Asian Cultures*, Marist University, Poughkeepsie, NY.

**Wittstock, S.** (2022, February). "Standards" as institutional gatekeeping: Examining faculty and administrative perspectives on the ecology of assessment in a developmental writing course. *Graduate Group in Education Research Seminar Series*, University of California, Davis, Davis, CA. <https://education.ucdavis.edu/video/stacy-wittstock-presents-standards-institutional-gatekeeping-ecology-assessment-developmental>

**Wittstock, S.** (2021, April). Maintaining standards or developing student writers? A case study of exam washback in a basic writing course on a University of California campus. *EdGSA Student Speaker Series*, University of California, Davis, Davis, CA.

**Wittstock, S.** (2020, February). Identity, contingency, community, and transformation: Investigating the experiences and perspectives of faculty and administrators in a reforming developmental writing program. *WRaCS DE Brown Bag Series*, University of California, Davis, Davis, CA.

## WORKSHOPS

### PEER-REVIEWED WORKSHOPS/WEBINARS FOR NATIONAL ORGANIZATIONS

**Wittstock, S.**, Burke-Reifman, J., & Serviss, T. (2026, March). Assessment Artifacts Unpacked: A Collaborative Charrette for Writing Assessment Practitioners. *Conference on College Composition and Communication*, Cleveland, OH.

**Wittstock, S.**, Jackson, N. C., & Burke-Reifman, J. (2025, November). Critically responding to institutional GenAI mandates in online and offline writing programs: A heuristic for WPAs and WCDs. 2025-2026 Webinar Series, *Global Society of Online Literacy Educators*.

**Wittstock, S.**, Losh, L. & Johnson, S. Z. (2025, April). Generative AI and writing assessment: Co-sponsored workshop by the writing assessment SIG and the MLA-CCCC AI task force. *Conference on College Composition and Communication*, Baltimore, MD.

### INVITED WORKSHOPS

Messina, C. M. & **Wittstock, S.** (2025, January). Ethics of generative AI. *Marist University First Year Seminar Retreat*, Poughkeepsie, NY.

**Wittstock, S.** (2024, November). What is a writing center? *Island Pacific Academy*, Kapolei, HI.

**Wittstock, S.** (2024, November). Introduction to contract grading. *Island Pacific Academy*, Kapolei, HI.

### CAMPUS WORKSHOPS OFFERED REGULARLY

**Wittstock, S.** Writing your personal statement. *Workshops for Pre-Health Students Series*, Marist University, Poughkeepsie, NY. (each semester from 2024 – present)

**Wittstock, S.** Designing writing assignments for student learning and growth. *Center for Teaching and Learning Workshop Series*, Marist University, Poughkeepsie, NY. (at least once a year from 2024 – present)

**Wittstock, S.** Supporting student learning through efficient and effective writing feedback. *Center for Teaching and Learning Workshop Series*, Marist University, Poughkeepsie, NY. (each semester from 2024 – present)

Messina, C. M. & **Wittstock, S.** Early technology rejectors: Ethics of AI writing and surveillance. *Center for Teaching and Learning Workshop Series*, Marist University, Poughkeepsie, NY. (at least once a year from 2024 – present)

### ONE-TIME CAMPUS WORKSHOPS

**Wittstock, S.** (2026, February). Sip and share: Alternative grading. *Center for Teaching and Learning*, Marist University, Poughkeepsie, NY.

**Wittstock, S.** (2025, November). Let's revise: A writing assignment prompt. *Center for Teaching and Learning Workshop Series*, Marist University, Poughkeepsie, NY.

**Wittstock, S.** (2025, April). Let's revise: A writing assignment prompt. *Center for Teaching and Learning Workshop Series*, Marist University, Poughkeepsie, NY.

**Wittstock, S.** (2024, April). Designing writing assignments. *UNLV Composition Program Professional Development Series*, University of Nevada, Las Vegas, Las Vegas, NV.

**Wittstock, S.** (2024, March). Teaching argument. *UNLV Composition Program Professional Development Series*, University of Nevada, Las Vegas, Las Vegas, NV.

**Wittstock, S.** (2024, February). Teaching source integration. *UNLV Composition Program Professional Development Series*, University of Nevada, Las Vegas, Las Vegas, NV.

**Wittstock, S.** & Saichaie, K. (2018, November). Just-in-time teaching resources (Resource Table). *Scholarship on Teaching and Learning Conference*, University of California, Davis, Davis, CA.

**Wittstock, S.** (2018, May). Assessment strategies for language-diverse and international students. *Graduate Teaching Community*, University of California, Davis, Davis, CA.

Saichaie, K. & **Wittstock, S.** (2017, November). Just-in-time teaching resources (Resource Table). *Scholarship on Teaching and Learning Conference*, University of California, Davis, Davis, CA.

**Wittstock, S.** (2017, November). Supporting multilingual and international students. *Graduate Teaching Community*, University of California, Davis, Davis, CA.

**Wittstock, S.** (2017, May). Adjuncts and academic labor. *Graduate Teaching Community*, University of California, Davis, Davis, CA.

**Wittstock, S.** (2017, January). Plagiarism, patch-writing, and undergraduate writers. *Graduate Teaching Community*, University of California, Davis, Davis, CA.

**Wittstock, S.** & Pollack, M. (2016, November). Grading effectively and fairly. *Graduate Teaching Community*, University of California, Davis, Davis, CA.

**Wittstock, S.** & Williams, O. (2016, January). Strategies for teaching classes on Monday, Wednesday, Friday versus Tuesday, Thursday. *Professional Development in Composition Series*, Washington State University, Pullman, WA.

- Wittstock, S.** (2015, September). Strategies for implementing peer review intentionally. *Professional Development in Composition Series*, Washington State University, Pullman, WA.
- Wittstock, S.** (2015, September). Incorporating WSU's "portfolio outcomes" in classroom activities and assignments. *Professional Development in Composition Series*, Washington State University, Pullman, WA.
- Wittstock, S.** (2014, May). CLASP in the classroom. *Critical Literacies Achievement and Success Program (CLASP) Summit*, Washington State University, Pullman, WA.
- Wittstock, S.** (2014, February). Proofreading and editing writing. *Center for Advising and Career Development Instructional Series*, Washington State University, Pullman, WA.
- Wittstock, S.** (2014, February). Understanding writing assignments. *Center for Advising and Career Development Instructional Series*, Washington State University, Pullman, WA.
- Wittstock, S.** (2014, January). Balancing content/themes with writing skills and course requirements. *Professional Development in Composition Series*, Washington State University, Pullman, WA.
- Wittstock, S.** (2013, September). Designing assignment sequences to discourage plagiarism. *Professional Development in Composition Series*, Washington State University, Pullman, WA.

## UNIVERSITY TEACHING

### MARIST UNIVERSITY

ENG 120: Writing for College

ENG 120: Writing for College (Honors)

ENG 185: Writing as a Discipline

ENG 317: Collaborative Writing

ENG 351: Composition Theory

ENG 477: Capping Course

### UNIVERSITY OF NEVADA, LAS VEGAS

#### Graduate:

ENG 791: College Teaching in Language and Literature

#### Undergraduate:

ENG 101: Composition I

ENG 102: Composition II

ENG 401A: Advanced Composition

ENG 100L: Composition Intensive Lab

ENG 105L: Critical Reading Lab

### UNIVERSITY OF CALIFORNIA, DAVIS

UWP 1/1Y: Academic Literacies

UWP 7/7Y: College Reading and Writing

UWP 1A: Writer's Workshop

EDU 110: Educational Psychology (with Dr. Cynthia Passmore)

UWP 13: Video Game Rhetorics (with Dr. Kory Lawson Ching)

### WASHINGTON STATE UNIVERSITY

#### Graduate:

ENGL 598: Graduate Teaching Apprenticeship (with Dr. Patricia Ericsson & Brooklyn Walter)

#### Undergraduate:

ENGL 101: College Composition

ENGL 201: Writing and Research

ENGL 402: Technical and Professional Writing

ENGL 102, 107, 202, 299, & 302: Small Group Writing Collaboratives

Upward Bound: Introduction to Literature

## OTHER ADMINISTRATIVE, RESEARCH, & TEACHING POSITIONS

### UNIVERSITY OF CALIFORNIA, DAVIS

|             |   |
|-------------|---|
| 2019        | Teaching Assistant, University Writing Program & School of Education  |
| 2017– 2019  | Graduate Writing Fellow, University Writing Program   |
| 2017 – 2018 | Graduate Student Researcher, <i>Researching Digital Tools for Peer Response</i> , Dr. Kory Lawson Ching, University Writing Program |
| 2017 – 2018 | Graduate Student Researcher, <i>Center for Educational Effectiveness</i>  |

### WASHINGTON STATE UNIVERSITY

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| 2016        | Course & Curriculum Designer, Online Small Group Writing Collaboratives, Writing Program |
| 2015 – 2016 | Junior Writing Portfolio Reader, Writing Program   |
| 2012 – 2016 | Writing Placement Exam Reader, Writing Program   |
| 2012 – 2014 | Writing Consultant for the Undergraduate Writing Center, Writing Program                 |

- 2013 Instructor of English and Literature, WSU Upward Bound
- 2011 – 2015 Small Group Writing Collaboratives Facilitator, Writing Program

### AMERICORPS

- 2010 – 2011 Grant & Afterschool Program Coordinator for the 21st Century Community Learning Centers Grant, North Pines Middle School

### SERVICE

#### EDITORIAL WORK

- 2025 – present Co-Editor, [\*Journal of Writing Assessment\*](#)
- 2024 – present Reviewer, [\*Journal of Writing Assessment\*](#)  
Reviewer, [\*Assessing Writing\*](#)  
Reviewer, [\*WPA: Writing Program Administration\*](#)  
Reviewer, [\*The Peer Review\*](#)  
Reviewer, [\*FORUM: Issues about Part-Time and Contingent Faculty\*](#)  
Reviewer, [\*Composition Studies\*](#)
- 2024 – present Member, Early Career Research Board, [\*Assessing Writing\*](#)
- 2021 – 2025 Co-Editor, [\*JWA Reading List\*](#), *Journal of Writing Assessment*
- 2021 – 2025 Assistant Editor, [\*Journal of Writing Assessment\*](#)
- 2019 – 2020 Editorial Assistant, [\*Special Issue on Contract Grading\*](#), *Journal of Writing Assessment*
- 2016 – 2021 Editorial Assistant, [\*Journal of Writing Assessment\*](#)
- 2013 Copy Editor, *Pacific Coast Philology*

#### SERVICE TO THE PROFESSION OF WRITING STUDIES

- 2025 – present Co-leader with Jennifer Burke Reifman, Writing Assessment Special Interest Group (SIG), *Conference on College Composition and Communication*
- 2024 – present Moderator, Alliance for Refusing Generative Artificial Intelligence (ARGAI), *Discord*
- 2024 – present Tier 1 Proposal Reviewer, CCCC Review Committee, *Conference on College Composition and Communication*
- 2022 – 2025 Co-leader with Megan Von Bergen, Writing Assessment Special Interest Group (SIG), *Conference on College Composition and Communication*
- August 2022 Facilitator with Wilfredo Flores & Logan Middleton, Academic Job Market Materials Virtual Workshop (~50 attendees)
- 2020 – 2021 Chair, Diversity Sub-Committee, [\*Writing Program Administrators Graduate Organization\*](#) (WPA-GO)

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| 2019 – 2021 | Leadership Council Member, WPA-GO   |
| 2019 – 2020 | Co-Chair, 2020 Elections Committee, WPA-GO  |
| 2019 – 2020 | Co-Chair, 2020 Grants Committee, WPA-GO   |
| 2018 – 2019 | WPA-GO Representative, 2019 CWPA CCCC Local Committee, Council of Writing Program Administrators (CWPA) |
| 2018 – 2019 | Committee Member, 2019 CWPA Local Committee, WPA-GO   |
| 2017 – 2018 | Co-Chair, 2018 CWPA Local Committee, WPA-GO   |
| 2016 – 2017 | Committee Member, Mentoring Strands Committee, WPA-GO   |

### SERVICE TO MARIST UNIVERSITY

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| 2025           | Reading Group Facilitator for <i>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (3<sup>rd</sup> ed)</i> by John C. Bean and Dan Melzer |
| 2025 – present | Supervisor for Undergraduate Researchers  |
| 2025 – present | Intern Supervisor   |
| 2025           | Member, CTL: Center for Teaching and Learning Advisory Board  |
| 2024 – present | Member, Core/Liberal Arts Committee   |
| 2024 – present | Member, English Department External Review Committee, English Department  |

### SERVICE TO UNIVERSITY OF NEVADA, LAS VEGAS

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| 2024        | Member, Search Committee for Assistant Director of the Writing Center, UNLV Writing Center           |
| 2023 – 2024 | Member, Co-Requisite Implementation Team, Office of the Executive Vice President and Provost         |
| 2023 – 2024 | Member, Undergraduate Committee, Department of English   |
| 2023 – 2024 | Member, Search Committee for Associate Director of Online Writing Instruction, Department of English |
| 2023        | Member, Search Committee for Writing Center Coordinator, UNLV Writing Center                         |
| 2022 – 2024 | Member, Composition Committee, Department of English   |

### SERVICE TO UNIVERSITY OF CALIFORNIA, DAVIS

|             |  |
|-------------|--|
| 2018 – 2019 | Graduate Student Chair, Designated Emphasis in <a href="#">Writing, Rhetoric, and Composition Studies</a> , University Writing Program |
| 2018        | Graduate Student Instructor Representative, UWP Chair Search and Selection Committee, University Writing Program                       |

- 2017 – 2018 Graduate Student Co-Chair, [Rhetoric@Davis Research Cluster](#), University Writing Program
- 2016 – 2017 Learning and Mind Sciences Emphasis Area Representative, Education Graduate Student Association, School of Education

#### SERVICE TO WASHINGTON STATE UNIVERSITY

- 2015 – 2016 Non-Tenure Track Faculty Liaison, Professional Development in Composition Committee, Department of English
- 2015 – 2016 Co-Coordinator with Aminah Barnes Cannon, Instructor Peer Observation Program, Department of English
- 2015 Member, *ENGL 201: Writing and Research* Course Textbook Selection Sub-Committee, Department of English
- 2014 – 2016 Member, *ENGL 201: Writing and Research* Portfolio Outcomes Redesign Sub-Committee, Department of English
- 2014 – 2015 Member, *ENGL 101: Summer Advantage College Composition* Course Planning Committee, Department of English
- 2014 – 2015 Co-Author, *Writing Support Groups Facilitator Manual*, with Brooklyn Walter and Rachel Sanchez, Writing Program
- 2013 – 2014 Member, 22-Page Portfolio Reevaluation Sub-Committee, Department of English
- 2012 – 2016 Student Mentor, [Critical Literacies Achievement and Success Program \(CLASP\)](#), Department of English

#### TEACHING CERTIFICATES

- 2017 Online Writing Instruction Certificate for First-Year Composition, University Writing Program, University of California, Davis
- 2016 – 2018 [Graduate Teaching Community](#) Certificate of Participation, Center for Educational Effectiveness, University of California, Davis

## REFERENCES

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