

## ANNE RUGGLES GERE

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### EDUCATION

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**Ph.D. English and Education**, Ann Arbor, MI, The University of Michigan, 1974.

**M.A., English**, Colgate University, Hamilton, NY, 1967.

**B.A., English**, Colby College, Waterville, ME, 1966.

### ACADEMIC APPOINTMENTS

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**Arthur F. Thurnau Professor**, University of Michigan, 2010-2024.

**Gertrude Buck Collegiate Professor**, University of Michigan, 2007-2024.

**Professor of English and Professor of Education**, University of Michigan, 1989-2024.

**Associate Professor of English and Associate Professor of Education**, University of Michigan, 1987-1989.

**Associate Professor of English**, University of Washington, 1981-1987.

**Assistant Professor of English**, University of Washington, 1975-1981.

**Research Associate**, Center for Research on Learning and Teaching, University of Michigan, 1974-1975.

**Teaching Assistant**, University of Michigan, 1971-1974.

**Lecturer**, University of Michigan, 1970-1971.

**Teacher of English**, Princeton High School, Princeton, NJ. 1967-1970.

### HONORS and AWARDS

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**Exemplar Award, Conference on College Composition and Communication, 2025**

**Distinguished Fellow, Association for Writing Across the Curriculum, 2023**

**Provost's Teaching Innovation Prize**, University of Michigan, "*M-Write: Making Writing-to-Learn Pedagogies Practical and Sustainable*," with Ginger Schultz, 2019.

**Distinguished Professor of the Year**, Michigan Association of State Universities, 2018

**Regents Award for Distinguished Public Service**, University of Michigan, 2006.

**Distinguished Visiting Professor**, St Louis University, Winter, 2004.

**Spencer Foundation Fellowship**, National Academy of Education, 2001-2002.  
**Research Award**, Institute for Research on Women and Gender, 2001.  
**Technology Assisted Teacher Education (TATE) Project**, Computerworld Smithsonian Program, 1999.  
**University of Michigan Career Development Award**, University of Michigan, 1999.  
**University of Michigan Distinguished Faculty Achievement Award**, University of Michigan, 1998.  
**Distinguished Faculty and Graduate Student Seminar Award**, University of Michigan, 1998.  
**D'Arms Award for Distinguished Graduate Student Mentoring**, University of Michigan, 1997.  
**Faculty Fellowship, Institute for the Humanities**, University of Michigan, 1997-98.  
**Whitaker Award for The Improvement of Teaching**, University of Michigan, 1997.  
**OVPR-Rackham Spring/Summer Research Award**, University of Michigan, 1997.  
**NEH Grant, "Making American Literatures" Project**, National Endowment for the Humanities, 1997.  
**OVPR-Rackham Spring/Summer Research Award**, University of Michigan, 1995.  
**Manuscript Prize**, National Women's Studies Association, "Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs 1880-1920," 1995.  
**Richard A. Meade Award for Excellence in English Education**, NCTE, "*Language and Reflection: An Integrated Approach to Teaching English*," with Colleen Fairbanks, Anal Howes, Laura Roop, and David Schaafsma, 1993.  
**Rackham Research Partnership with Sarah Robbins**, University of Michigan, 1993.  
**LSA Faculty Award**, University of Michigan, 1992.  
**Literacy Program Initiative, Presidential Initiatives Fund Grant with Deborah Keller-Cohen**, University of Michigan, 1991.  
**Rackham Research Partnership with Laura Roop**, University of Michigan, 1990.  
**NEH Travel Grant**, National Endowment for the Humanities, 1989.  
**Departmental Teaching Award**, University of Washington, 1983.  
**NEH Award, "Writing in the Humanities" Project**, National Endowment for the Humanities, 1983.

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#### **ADMINISTRATIVE POSITIONS:**

**Director**, *Sweetland Center for Writing*, 2008-2019  
**Chair/Co-Chair**, *Joint PhD in English and Education*, 1988-2024  
**President, First Vice President, Second Vice President**, *Modern Language Association*, 2016-2018  
**Director, Squire Office of Policy Research**, *National Council of Teachers of English*, 2005-2012.  
**President, Vice President, President Elect, Past President**, *National Council of Teachers of English*, 1998-2002  
**Chair, Associate Chair, Assistant Chair**, *Conference on College Composition and Communication*, 1990-1993

**Member**, Executive Council, *MLA* 2006-2009.

**Chair**, Delegate Assembly Organizing Committee, Delegate Assembly, *MLA*, 2003-2004.

**Chair**, Executive Committee, *MLA Division on Teaching as a Profession*, 1997-98, committee member, 1994-97.

**Chair**, Executive Committee, *MLA Division on the Teaching of Writing*, 1989-90, committee member, 1986-89.

**Founding Director**, *Puget Sound Writing Project* (a site of the National Writing Project), University of Washington, 1978-1987.

## PUBLICATIONS

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### Books:

- Gere, A. (2026). *Agents of Survivance: Indigenous Women Teachers in the Boarding School Era*. University of Nebraska Press.
- Gere, A. (Ed.). (2019). *Writing Development in Higher Education: A Longitudinal Study*. Ann Arbor: University of Michigan Press.
- Vander Lei, E., Amorose, T., Daniell, B., & Gere, A. (Eds.). (2014). *Renovating Rhetoric in Christian Tradition*. Pittsburgh: University of Pittsburgh Press.
- Gere, A., Uzogara, C., Parsons, C., Homan, E., Spooner, R. (2014). *Text Complexity: Supporting Student Readers*. Urbana: National Council of Teachers of English.
- Gere, A., Dickinson, H., Mc Bee Orzulak, M. Moody, S. (2010). *Taking Initiative on Writing: A Guide for Instructional Leaders*. Urbana: National Council of Teachers, of English
- Gere, A. & Shaheen, P. (Eds.). (2001). *Making American Literatures in High School and College*. Urbana: National Council of Teachers of English.
- Gere, A. (1997). *Intimate Practices: Literacy and Cultural Work in U.S. Women's Clubs 1880-1920*. Urbana: University of Illinois Press.
- Childers-Farrell, P., Gere, A., & Young, Art. (Eds.). (1994). *Programs and Practices: Writing Across the Secondary School Curriculum*. Portsmouth, NH: Boynton/Cook/Heinemann.
- Gere, A. (Ed.). (1993). *Into the Field: Sites of Composition Studies*. New York: MLA.
- Gere, A. (1987). *Writing Groups: History, Theory and Implications*. Carbondale: Southern Illinois UP.
- Gere, A. (Ed.). (1985). *Roots in the Sawdust: Writing to Learn across the Disciplines*. Urbana: NCTE.
- Gere, A. & Smith, E. (1979). *Attitudes, Language and Change*. Urbana: NCTE.

### Textbooks:

- Sassi, K., Gere, A., & Christenbury. (2014). *Writing on Demand for the Common Core State Standards Assessments*. Portsmouth, NH: Heinemann
- Gere, A., Christenbury, L., & Sassi, K. (2006). *Student Guide to Writing on Demand*. Portsmouth, NH: Heinemann.

- Gere, A., Christenbury, L., & Sassi, K. (2005). *Writing on Demand: Best Practices and Strategies for Success*. Portsmouth, NH: Heinemann, 2005
- Gere, A., Fairbanks, C., Howes, A., Roop, L., & Schaafsma, D. (1991). *Language and Reflection: An Integrated Approach to Teaching English*. New York: MacMillan.
- Gere, A. & Carroll, Jeffery. (1990). *The Active Reader: Composing in Reading and Writing*. Fort Worth: Holt.
- Gere, A. (1992). *Writing and Learning: A Rhetoric Handbook*. (3<sup>rd</sup>. ed.) New York: Macmillan. (2<sup>nd</sup> ed., 1988; 1<sup>st</sup> ed., 1985).

#### Book Chapters:

- Gere, A. (2019). "Writing beyond the University." *Writing Development in Higher Education: A Longitudinal Study*. Ed. Anne Ruggles Gere. Ann Arbor: University of Michigan Press.
- Gere, A. (2018). "My Kairotic Career." *Women's Professional Lives in Rhetoric and Composition: Choice, Chance, and Serendipity*. Eds. Elizabeth Flynn and Tiffany Bourelle. Columbus: Ohio State U Press.
- Gere, A. (2014). "Constructing Devout Feminists: A Mormon Case." *Renovating Rhetoric in Christian Tradition*. Eds. Elizabeth Vander Lei, Thomas Amorose, Beth Daniell, and Anne Ruggles Gere. Pittsburgh: U of Pittsburgh Press. 3-16.
- Gere, A. (2011). "What's in a Name?" *Composition's Roots in English Education*. Ed. Patricia Lambert Stock. Portsmouth, NH: Heinemann. 72-81.
- Gere, A. (2010). "The Teaching of Writing: 1912-2010." *Reading the Past, Writing the Future: A Century of American Literacy Education and the National Council of Teachers of English*. Ed. Erika Lindemann. NCTE. 93-124.
- Gere, A., (2009). "Establishing the Field: Recognition, Interdisciplinarity, and Freedom in English Education Doctoral Studies." *The Doctoral Degree in English Education*. Ed. Allen Webb. Kennesaw State Press. 155-163.
- Gere, A. (2006). "Developing Sentence Sense," *The Subject is Writing Essays by Teachers and Students*. Ed. Wendy Bishop and James Strickland. Portsmouth, NH: Heinemann. 129-138.
- Gere, A. (2005). "Seeing is/not Believing: Visibility, Invisibility and Disability Studies in Education," *Disability Studies in Education: Readings in Theory and Method*. Ed. Susan L. Gabel. New York: Peter Lang. 53-63.
- Gere, A. (2004). "Representing the Censored Teacher," *Critical Studies: Censorship and Cultural Regulation in the Modern Age* Ed. Beate Müller. Amsterdam: Rodopi. 209-223.
- Gere, A. (2001). "Learned Societies and Professional Associations," *Encyclopedia of American Cultural and Intellectual History*. Eds. Mary Kupiec Cayton and Peter W. Williams. Charles Scribner's Sons. 289-298.
- Gere, A. & Young, Morris. (1996). "Cultural Institutions: Reading(s) (of) Zora Neale Hurston, Leslie Marmon Silko, and Maxine Hong Kingston," *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy*. Eds. James F. Slevin and Art Young. Urbana: NCTE. 153-171.

- Gere, A. (1994). "Common Properties of Pleasure: Texts in Nineteenth Century Women's Clubs," *The Construction of Authorship: Textual Appropriation in Law and Literature*. Eds. Martha Woodmansee and Peter Jaszi, Duke UP. 383-400.
- Gere, A. (1994). "Literacy and Difference in Nineteenth Century Women's Clubs." *Literacy: Interdisciplinary Conversations*. Ed. Deborah Keller-Cohen. Kresshill, NJ: Hampton Press. 249-266.
- Gere, A. (1993). "Cindy's story," *Fantastic Antone Succeeds: Experiences in Educating Children with Fetal Alcohol Syndrome*, Eds. J. Kleinfeld and S. Wescott. University of Alaska Press. 55-68.
- Gere, A. & Roop, L. (1992). "For Profit and Pleasure: Collaboration in Nineteenth Century Women's Literary Clubs," *New Visions of Collaborative Writing*. Ed. Janis Forman. Portsmouth, NH: Heinemann. 1-16.
- Gere, A. (1991). "Public Opinion and Teaching Writing," *Politics of Writing Instruction*, Eds. Richard Bullock and John Trimbur. Portsmouth, NH: Heinemann. 263-275.
- Gere, A. (1991). "Practicing Theory/Theorizing Practice," *Balancing Acts: Essays in Honor of William F. Irmischer*. Eds. Chris Anderson, Mary Louise Buley-Meissner and Virginia Chappell. SIU Press. 111-122.
- Gere, A. (1990). "Talking in Writing Groups," *Perspectives on Talk and Writing*. Eds. Susan Hynds and Don Rubin. Urbana, IL: NCTE. 115-128.
- Gere, A. (1986). "Teaching writing: The Major Theories," *The Teaching of Writing: Eighty-fifth Yearbook of the National Society for the Study of Education*. Eds. Anthony Petrosky and David Bartholomae. Chicago: University of Chicago. 30-48.
- Gere, A. (1985). "Empirical Research in Composition," *Perspectives on Research and Scholarship in Composition*. Eds. Ben McClelland and Timothy Donovan. New York: MLA, 110-124.
- Gere, A. & Stevens, R. (1985). "The Language of Response Groups: How Oral Response Shapes Revision," *The Acquisition of Written Language: Response and Revision*. Ed. Sarah Freedman. Norwood, NJ: Ablex. 85-105.
- Gere, A. (1984). "Public Opinion and Language," *Public Attitudes toward the English Language*. Ed. Sydney Greenbaum. London, UK: Pergamon. 72-79.
- Gere, A. (1983). "Measuring Teachers' Attitudes toward Writing Instruction," *New Directions in Composition Research*. Eds. Richard Beach and Lillian Bridwell. New York: Guilford. 348-361.
- Gere, A. (1982). "Insights from the Blind: Composing without Revising," *Revising: New Essays for Teachers*, Ed. Ronald Sudol Urbana, IL: NCTE. 52-70.
- Gere, A. (1981). "A Cultural Perspective on Talking and Writing," *Exploring Speaking-Writing Relationships: Connections and Contrasts*. Eds. Barry M. Kroll and Roberta Vann. Urbana, IL: NCTE. 111-123.
- Gere, A. (1977). "Alternatives to Tradition in Teaching Spelling," *Classroom Practices in Teaching English*. Ed. Ouida Clapp. Urbana, IL: NCTE. 100-103.

#### **Book Reviews, Forwards, and Introductions:**

- Gere, A. (2016). Review of *First Year University Writing: A Corpus-Based Study with Implications for Pedagogy* by Laura Aull. *WPA: Journal of Writing Program Administrators*. 39.2.140-145.

- Gere, A. (2012). Review essay: Making our brains. [Review of *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn*, by C. Davidson; *How We Think: Digital Media and Contemporary Technogenesis* by K. N. Hayles; *What Should We Do with Our Brain?* by C. Malabou.] *Journal of the Council of Writing Program Administrators*, 36(1), 214-219.
- Gere, A. (2004). Foreword. *Computers and Writing: The Cyborg Era*. James Inman Mahwah, NJ: Lawrence Erlbaum.
- Gere, A. (2003). Afterword. *Electronic Collaboration in the Humanities*. Eds. James Inman, Cheryl Reed, and Peter Sands. Mahwah, NJ: Lawrence Erlbaum.
- Gere, A. (2002). Preface. *Composition Pedagogy and the Scholarship of Teaching*. Eds. Deborah Minter and Amy Goodburn. Portsmouth, NH: Heinemann. xi-xiii.
- Gere, A. (2002). Review of *Literacy in American Lives* by Deborah Brant. *Rhetoric Review*, 21(3), 282-285.
- Gere, A. (2001). Review of *A Group of Their Own: College Writing Courses and American Women Writers 1880-1940* by Katherine Adams. *Journal of Advanced Composition*. 21(4), 939-943.
- Gere, A.R. (1992). Foreword. *Symbiosis: Writing and An Academic Culture*. Kim J. Kipling & Richard J. Murphy. Portsmouth, NH: Heinemann. vii-viii.
- Gere, A. (1990). Review of *Writing and Response: Theory, Practice and Research* by Chris Anson, ed. *College Composition and Communication*, 41 (2). 233-234.
- Gere, A.R. (1989). Composition and Literature: The continuing conversation. [Review of *How Writing Shapes Thinking: A Study of Teaching and Learning* by J.A. Langer & A.N. Applebee; *Literature in the Classroom: Readers, Texts, and Contexts* by B. F. Nelms; *Response and Analysis: Teaching Literature in Junior and Senior High School* by R. E. Probst; *Sharing Writing: Peer Response Groups in English Classes* by K. Spear]. *College English* 51(6), 617-622. <https://doi.org/10.2307/377956>
- Gere, A. (1982). Review of *The Evaluation of Writing Programs* by Lester Faigley, *Writing Program Administrators Journal*. 7(1), 5-10.
- Gere, A. (1979). Review of *Teaching Expository Writing* by William Irmscher. *NWP Network Newsletter* 1. 10.
- Gere, A. (1977). Review of *Responses to Sexism* by Ouida Clapp, ed. *English Journal*, 66(1), 84-85.

**Series Editor:**

- Brown Wessling, S., Lillge, D., & VanKooten, C. (2011). *Supporting Students in a Time of Core Standards: English Language Arts Grades 9-12*. Urbana, Ill.: National Council of Teachers of English. <https://secure.ncte.org/store/supporting-students-9-12>
- Perry, T. & Manery, R. (2012). *Supporting Students in a Time of Core Standards 6-8*. Urbana IL: National Council of Teachers of English.
- Williams, J., Homan, E., & Swofford, S. (2011). *Supporting Students in A Time of Core Standards 3-5*. Urbana, IL: National Council of Teachers of English.
- Long, S., Hutchinson, W., & Niederhiser, J. (2011). *Supporting Students in A Time of Core Standards k-2*. Urbana, IL: National Council of Teachers of English.

## Articles:

Gere, A.R. & Morris Young (2025). "Building a Mentoring Foundation: Beliefs, Practices, and Connections." *Rhetoric Review Symposium on Inter-generational Graduate Student Mentorship*. <https://doi-org.proxy.lib.umich.edu/10.1080/07350198.2025.2526870>

Limlamai, Naitnaphit, Emily Wilson & Anne Ruggles Gere. (2024). "There Are Other Ways to Answer This:" Development of Pedagogical Content Knowledge via Listening as a Benefit to Writing Fellows across Disciplines. *Across the Disciplines*, 21 (1) <https://wac.colostate.edu/docs/atd/volume21/limlamaiaetal.pdf>

Finkenstaedt-Quinn, S. A., Gere, A.R., Dowd, J. E., Thompson, R. J. Jr., Halim, A.S., Reynolds, J. A Schiff, L. A. Flash, P., and Shultz, G. V. (2022). Postsecondary Faculty Attitudes and Beliefs about Writing-Based Pedagogies in the STEM Classroom. *CBE-Life Sciences Education*

Gere, A.R., Godfrey, J., Griffin, M., Hartwell, K.D., Ion, M., Limlamai, N., Moos, A. Pine, A.A., Van Zanen K. (2021). Alumni perspectives on undergraduate education: How writing can increase what we know. *Journal of General Education: A Curricular Commons of the Humanities and Sciences*, 70, (1-2), 149-173.

Gere, A. R., Hammond, J., Hughes, S., Li, R., Moos, A., Smith, K., Van Zanen, K., Wheeler, K. L., & Zanders, C. (2021). Communal justicing: Writing assessment and the case for critical language awareness. *College Composition and Communication*, 72(3), 382-412.

Thompson Jr., R.J., Finkenstaedt-Quinn, S.A., Shultz, G.V., Gere, A.R., Schmid, L., Dowd, J.E., Mhuri, M., Schiff, L.A., Flash, P., & Reynolds, J.A. (2021). How faculty discipline and beliefs influence instructional uses of writing in STEM undergraduate courses at research-intensive universities. *Journal of Writing Research*, 12(3), 625-656. <https://doi.org/10.17239/jowr-2021.12.03.04>

Finkenstaedt-Quinn, S. A., Petterson, M. N., Gere, A. R., & Shultz, G. V. (2021). The praxis of writing-to-learn: A model for the design and propagation of writing-to-learn in STEM. *Journal of Chemical Education*, 98(5), 1548-1555. <https://doi.org/10.1021/acs.jchemed.0c01482>

Gere, A. (2021). De Cora, Angel (1868 or 1869–6 Feb. 1919), artist and educator. *American National Biography*. <https://www.anb.org/view/10.1093/anb/9780198606697.001.0001/anb-9780198606697-e-16483>

Finkenstaedt-Quinn, S.A., Polakowski, N., Gundersonn, B., Shultz, G.V., & Gere, A.R. (2021). "Utilizing peer review and revision in STEM to support the development of conceptual knowledge through writing." *Written Communication*, 38(3), 351-379. <https://doi.org/10.1177%2F07410883211006038>

Finkenstaedt-Quinn, S.A., Halim, A.S., Kasner, G., Wilhelm, C.A., Moon, A., Gere, A.R., Shultz, G.V. (2020). "Capturing student conceptions of thermodynamics and kinetics using writing." *Chem. Educ. Res. Pract.*, (21)3, 922-939. <https://doi.org/10.1039/c9rp00292h>

Gupte, T., Watts, F.M., Schmidt-McCormack, J.A., Zaimi, I., Gere, A.R., & Shultz, G. (2020). Students' meaningful learning experiences from participating in organic chemistry writing-to-learn activities. *Chemistry Education Research and Practice*, (22)2, 396-414. <https://doi.org/10.1039/D0RP00266F>

Field Code Changed

- Watts, F. M., Schmidt-McCormack, J. A., Wilhelm, C. A., Karlin, A., Sattar, A., Thompson, B. C., Gere, A. R., Shultz, G. V. (2020). What students write about when students write about mechanisms: Analysis of features present in students' written descriptions of an organic reaction mechanism. *Chemistry Education Research and Practice*, 21(4), 1148-1172. <https://doi.org/10.1039/C9RP00185A>
- Gere, A.R. (2019). Re-visioning language, texts, and theories. *PMLA*, (134)3, (2019), 450-458. <https://doi.org/10.1632/pmla.2019.134.3.450>
- Moon, A., Moeller, R., Gere, A. R., Shultz, G. V. (2019). Application and testing of a framework for characterizing the quality of scientific reasoning in chemistry students' writing on ocean acidification. *Chemistry Education Research and Practice*, 20(3), 484-494. <https://doi.org/10.1039/C9RP00005D>
- Finkenstaedt-Quinn, S. A., Snyder-White, E. P., Connor, M. C., Gere, A. R., Shultz, G. V. (2019). Characterizing peer review comments and revision from a writing-to-learn assignment focused on Lewis structures. *Journal of Chemical Education*, 96(2), 227-237. <https://doi.org/10.1021/acs.jchemed.8b00711>
- Schmidt-McCormack, J. A., Judge, J. A., Spahr, K., Yang, E., Pugh, R., Karlin, A., Sattar, A., Thompson, B. C., Gere, A. R., Shultz, G. V. (2019). Analysis of the role of a writing-to-learn assignment in student understanding of organic acid-base concepts. *Chemistry Education Research and Practice*, 20(2), 383-398. <https://doi.org/10.1039/C8RP00260F>
- Gere, A. R., Limlamai, N., Wilson, E., MacDougall Saylor, K., Pugh, R. (2019). Writing and conceptual learning in science: An analysis of assignments. *Written Communication*, 36(1), 99-135. <https://doi.org/10.1177/0741088318804820>
- Gere, A.R. (2018). The ways our students write now. *PMLA*, 133(1), 139-145.
- Gere, A.R., Knutson, A.V., Limlamai, N., & McCarty, R. (2018). "A tale of two prompts: New perspectives on writing-to-learn assignments." *WAC Journal* 29, 147-188, <https://doi.org/10.37514/WAC-J.2018.29.1.07>
- Finkenstaedt-Quinn, S.A. Snyder-White, E. Connor, M. Gere, A.R. & Shultz, G.V. (2019). Supporting understanding of Lewis structures through peer review and revision. *Journal of Chemical Education*, <https://doi.org/10.1021/acs.jchemed.8b00711>
- Halim, A. S., Finkenstaedt-Quinn, S. A., Olsen, L. J., Gere, A. R., & Shultz, G. V. (2018). Identifying and remediating student misconceptions in introductory biology via writing-to-learn assignments and peer review. *CBE: Life Sciences*, 17(2), ar28. <https://doi.org/10.1187/cbe.17-10-0212>
- Gere, A.R., Knutson, A.V., & McCarty, R., (2018). Rewriting disciplines: STEM students' longitudinal approaches to writing in (and across) the disciplines." *Across the Disciplines*, 15(3), 63-75. <https://doi.org/10.37514/ATD-J.2018.15.3.12>
- Moon, A., Gere, A. R., Shultz, G. V. (2018). Writing in the STEM classroom: Faculty conceptions of writing and its role in the classroom. *Science Education*, 102(5), 1007-1028.
- Moon, A., Zotos, E., Finkenstaedt-Quinn, S., Gere, A. R., & Shultz, G. (2018). Investigation of the role of writing-to-learn in promoting student understanding of light-matter interactions. *Chemistry Education Research and Practice*, 19(3), 807-818. <https://doi.org/10.1039/C8RP00090E>

- Moon, A., Zotos, E., Finkenstaedt-Quinn, S. A., & Gere, A. R., & Shultz, G. V. (2018). Development and implementation of a writing-to-learn intervention in introductory quantum mechanics. *Chemistry Education Research and Practice*, 19(3), 807-818
- Finkenstaedt-Quinn, S. A., Halim, A. S., Chambers, T. G., Moon, A., Goldman, R. S., Gere, A. R., Shultz, G. V. (2017). Investigation of the influence of a writing-to-learn assignment on student understanding of polymer properties. *Journal of Chemical Education*, 94(11), 1610-1617. <https://doi.org/10.1021/acs.jchemed.7b00363>
- Gere, A.R., Hutton, L., Keating, B., Knutson, A.V., Silver, N., & Toth, C. (2017). Mutual adjustments: Learning from and responding to transfer student writers. *College English*, 79(4), 333-357. <https://doi.org/10.1021/acs.jchemed.7b00363>
- Gere, A.R., Swofford, S.C., Silver, N., & Pugh, M. (2015). Interrogating disciplines/disciplinarity in WAC/WID: An institutional study. *College Composition and Communication*, 67(2), 243-263. <https://www.jstor.org/stable/2463385>
- Shultz, G. V., & Gere, A. R. (2015). Writing-to-learn the nature of science in the context of the Lewis dot structure model. *Journal of Chemical Education*, 92(8), 1325-1329. <https://doi.org/10.1021/acs.jchemed.5b00064>
- Elliot, N., Gere, A.G., Gibson, G., Toth, C., Whithaus, C., & Presswood, A. (2013). Uses and limitations of automated writing evaluation software, WPA-CompPile Research Bibliographies, No. 23. *WPA-CompPile Research Bibliographies*. <http://compPILE.org/wpa/bibliographies/Bib23/AutoWritingEvaluation.pdf>.
- Gere, A.R., Aull, L.A., Damián, M., Perales, E., Lancaster, Z., & Vander Lei, E. (2013). Local assessment: Using genre studies to validate directed self-placement. *College Composition and Communication*, 64(4), 605-633. <https://www.jstor.org/stable/43490782>
- Gere, A.R., Aull, L.A., Green, T., & Porter, A. (2010). Assessing the validity of directed self-placement at a large university. *Assessing Writing*, 15(3), 154-176. <https://www.doi.org/10.1016/j.asw.2010.08.003>
- Gere, A.R. (2010). Taking initiative on writing. *Principal Leadership*, 11 (3), 36-40. <https://eric.ed.gov/?redir=http%3a%2f%2fwww.nassp.org%2fKnowledgeCenter%2fPublicatio ns%2fPrincipalLeadership.aspx>
- Gere, A.R. (2010). Writing from memory. *English in Texas*.40(2), 15-17.
- Gere, A.R., Buehler, J., Dallavis, C., & Shaw Haviland, V. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal* 46(3), 816-852. <https://doi.org/10.3102/0002831209333182>
- Buehler, J., Gere, A.R., Dallavis, C., & Shaw Haviland, V. (2009). Normalizing the fraughtness: How emotion, race, and school context complicate cultural competence. *Journal of Teacher Education*. 60(4), 408-418. <https://doi.org/10.1177%2F0022487109339905>
- Shaw Haviland, V., Gere, A.R., Buehler, J., & Dallavis, C. (2009). Making the journey toward cultural competence with poetry. *Multicultural Perspectives*, 11(1), 19-26. <https://doi.org/10.1080/15210960902743870>
- Gere, A.R. & Berebitsky, D. (2009). Standpoints: Perspectives on highly qualified english teachers. *Research in the Teaching of English*, 43(3), 247-262. <https://www.jstor.org/stable/27784329>
- Gere, A.R., (2005). Indian heart/White man's head: Native American teachers in Indian Schools, 1880-1930. *History of Education Quarterly*, 45(1), 38-65. <https://www.jstor.org/stable/20461923>

- Gere, A.R. (2004). An Art of Survivance: Angel DeCora at Carlisle. *American Indian Quarterly*, 28(3 & 4), 649-684. <https://www.doi.org/10.1353/aiq.2004.0096>.
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- Gere, A.R. & Gere, C.M. (1998). Living with fetal alcohol syndrome/Fetal alcohol effect (FAS/FAE). *Michigan Quarterly Review*, 37(3), 396-408. <http://hdl.handle.net/2027/spo.act2080.0037.304>
- Schutz, A. & Gere, A.R. (1998/1999). Service learning and english studies: Rethinking 'public' service. *Trends & Issues in Postsecondary English Studies*, Urbana: NCTE. (Reprinted from *College English* 60(2), 129-149. <https://doi.org/10.2307/378323>)
- Sinor, J. & Gere, A.R. (1997). Composing service learning. *The Writing Instructor* 16(2), 53-63.
- Gere, A.R. (1997). Narratives of composition studies. *Legal Writing* 3, 51-66. <https://www.legalwritingjournal.org/wp-content/uploads/2015/06/volume3.pdf>
- Schiller, L., Gere, A.R., & Rosaen, C. (1996). Teachers yesterday, today, and tomorrow; Learners forever. *English Journal*, 85(5), 40-44. <https://www.jstor.org/stable/820707>
- Rosaen, C., & Gere, A.R. (1996). Both sides of the desk: Collaborative self study in teacher education. *Action in Teacher Education*, 18(3), 56-67. <https://doi.org/10.1080/01626620.1996.10462844>
- Tracey, J., Tingling, F., Goldberg, J., & Gere, A.R. (1996). Why service? Why now? A self reflective study of service learning effects on undergraduates. *Michigan Academician* 28, 447-62.
- Gere, A.R., & Robbins, S.R. (1996). Gendered literacy in black and white: Turn-of-the century African-American and European-American Club women's printed texts. *Signs: Journal of Women in Culture and Society*, 21(3), 643-678. <https://www.jstor.org/stable/3175174>
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- Gere, A.R. (1994). Kitchen tables and rented rooms: The extracurriculum of composition. *College Composition and Communication*, 45(1), 75-92. <https://www.jstor.org/stable/358588>
- Randolph, R., Robbins, S., & Gere, A.R. (1994). Writing across institutional boundaries: K-12 and university collaboration. *English Journal* 83(3), 68-74. With Rebecca Randolph and Sarah Robbins. <https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=3448&context=facpubs>
- Gere, A.R., & Abbott, R.D. (1985). Talking about writing: The language of writing groups. *Research in the Teaching of English* 19(4), 362-386. <https://www.jstor.org/stable/40171067>
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- Gere, A.R. (1978). Writing well is the best revenge. *College Composition and Communication*, 29(3), 256-60. <https://doi.org/10.2307/356941>
- Gere, A.R. (1978). Motherhood: the question of all questions. *Iowa English Journal* 27, 23-26.
- Gere, A.R. (1977). Writing and WRITING. *English Journal* 66, 60-64. <https://www.doi.org/10.2307/815900>
- Gere, A.R. (1977). Eleven going on sixteen...In their own words. *English Journal*, 66(4), 25-27. <https://www.doi.org/10.2307/814962>
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- Gere, A.R. (1977). One answer to one question: Selecting candidates for teacher certification. *English Education*, 8(4), 204-208. <https://www.jstor.org/stable/23017254>
- Gere, A.R. (1976). Humanities--Our most important process. *English Journal*, 65(7), 38-39. <https://www.doi.org/10.2307/814335>
- Gere, A.R. (1976). An approach to Achebe's fiction. *Africa Quarterly*, 16(2), 27-35.
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#### **Policy Research Briefs for the National Council of Teachers of English:**

- How standardized tests shape—and limit—student learning.* (2014). Council Chronicle, 24(2).
- Censorship now: Revisiting the student's right to read.* (2014). Council Chronicle, 23(3).
- First-year writing: What good does it do?* (2013). Council Chronicle, 23(2).
- Implementation of the common core standards.* (2013). Council Chronicle, 23(1).
- Comprehensive literacy.* (2013). Council Chronicle, 22(3).
- Using evidence in writing.* (2013). Council Chronicle, 22(2).
- Reading instruction for all students.* (2012). Council Chronicle, 22(1).
- Evaluating english ELA teachers.* (2012). Council Chronicle, 21(3).
- Communities of practice.* (2011). Council Chronicle, 21(2). 15-18.
- Literacies of disciplines.* (2011). Council Chronicle, 21(1). 15-18.

*Reading and writing across the curriculum.* (2011). Council Chronicle, 20(3). 15-18.  
*Teacher learning communities.* (2010). Council Chronicle, 20. (2), 14-17.  
*Fostering high-quality formative assessment.* (2010). Council Chronicle, 20(1), 12-15.  
*Preparing, inducting and retaining english language arts teachers.* (2010). Council Chronicle, 19(3), 15-18.  
*An administrator's guide to writing instruction.* (2009). Council Chronicle, 19(2), 15-17.  
*Writing outside of school.* (2009). Council Chronicle, 19(1), 12-13.  
*Literacy learning in the 21st century.* (2009). Council Chronicle, 18(3), 14-16.  
*Writing now.* (2008). Council Chronicle, 18(1), 15-22.  
*English language learners.* (2008). Council Chronicle, 17(3), 15-22.  
*21st-century literacies.* (2008). Council Chronicle, 17(2), , 15-22.  
*Adolescent literacy.* (2007). Council Chronicle, 17(1), 15-22.  
*NCTE Principles of adolescent literacy reform.* (2006). Urbana: NCTE.

**Notes:**

"Writing from Memory." (1986). *English in Texas* 17 (1986), 4-6.  
"Teachers as Researchers." (1984). *NWP Network Newsletter* 7, 1-2.  
"The Most Important Development in the Last Five Years for High School Teachers of Composition." (1984). *Facets Column, English Journal* 73, 13-14.  
"Project Equality." (1983). *Bait-Rebate Column, English Journal*, 71, 18-20.  
"Considering Attitudes toward Writing." (1982). *Notes from the National Testing Network in Writing*, 20-21.  
"Research Report." (1981). *Washington English Journal* 3, 3-6.  
"Using Video in Inservice Courses." (1981). *NWP Network Newsletter* 3, 14.  
"Teachers as Writers." (1980). *NWP Network Newsletter* 2, 1-2.  
"The National Writing Project." (1980). *Arizona English Bulletin* 22, 1-2.  
"One Answer to One Question," (1977). *English Education* 8, 25-27.  
"New Thinking for Old Stereotypes." (1976). *Language Arts* 53, 245-47.

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**PROFESSIONAL ACTIVITIES**

**Editorial Responsibilities:**

Editorial Board, *College English*. 2017-2023.  
Series Editor, *Digital Rhetoric Collaborative, University of Michigan Press*. 2012-present.  
Series Editor, *MLA Series on Research and Scholarship in Composition*. 1989-1997.  
Advisory Committee, *PMLA*. 1989-1992.

Reviewer, *University of Michigan Press, Oxford University Press, New York University Press, Cambridge University Press*

Editor, "Research Column," *English Journal*. 1988-1992.

Reviewer, *Handbook of Research on Teaching the Language Arts, NCTE/IRA*.

Reviewer, *College Composition and Communication*. 1986-present.

Reviewer, *College English*, 1985-1989.

Reviewer, *Research in the Teaching of English*. 1983- present.

Consulting Editor, *Improving College and University Teaching*. 1979-1981.

Editorial Board, *English Journal*. 1978-1980.

Editor, "Practice to Theory Column" *English Journal*. 1978-1980

"Increasing Innovative Thinking in Writing," (February 1978), 114-116.

"Vocational Technical English," (May 1978), 84-86.

"Educating Legislators," (October 1978), 88-90.

"Language Instruction," (December 1978), 74-76.

"Toward a Personal Philosophy," (May 1979), 92-93.

"Oral Interpretation," (January 1980), 92-94.

"The Problem of the Project," (February 1980), 87-90.

"Surviving and Teaching," (May 1980), 87-89.

#### **National Committee Work:**

Member, Board of Consultants, Writing Program Administrators, 1981-present.

Member, Board of Trustees, Colby College 1998-2004.

Member, Delegate Assembly Organizing Committee, MLA, 2001-2004.

Chair, Delegate Assembly Organizing Committee, 2002-2003.

Member, Delegate Assembly, MLA, 1998-2002.

Chair, MLA Shaughnessy Prize Committee, 1995, 1996.

Member, NCTE Section Steering Committee, 1978-1982.

Member, Advisory Board, National Writing Project, 1979-1983.

Member, Executive Committee, Conference on College Composition and Communication, 1986-89.

Chair, Board of Trustees, NCTE Research Foundation, 1984-86.

Trustee, NCTE Research Foundation, 1981-84.

#### **Conference Papers**

"Sharing Data from Longitudinal Studies of Student Writers" *CCC online*, 2021

"Partial Truths about Literacy" *MLA online*, 2021

"Preparing Students for College Writing," *NCTE online*, 2020

"Teaching Writing in Literature Class," *MLA*, Seattle, 2020.

"Writing beyond the University," *CCCC*, Pittsburgh, 2019

"What the Numbers Say: Coming to Terms with Changes of the Past Decade," *CCCC*, Kansas City, 2018.

"Writing about Developing Writers," *CCCC*, Kansas City, 2018 .

"What Transfer Students Need," *CCCC*, Houston, 2016.

"Linking Policy and Research," *CCCC*, Houston, 2016.

"The Reading-Writing Relationship" *MLA*, Austin, 2016.

"Writing in Science" *CCCC*, Tampa 2015.

"Reading for Writing" *NCTE*, Washington DC 2014.

"Can't We All Just Get Along? The Rhetoric of Ecumenism, Inclusionism, and Dissensus," *CCCC*, Indianapolis, 2014.

"Directed Self-Placement" *CCCC*, Las Vegas, 2013.

"Sentence-based Evaluation of Writing," *CCCC*, St Louis, 2012.

"The Problem with Standards," *MLA*, Seattle, 2012.

"Research for Policy Makers," *NCTE*, Chicago, 2011.

"College and K-12 Relations: History and Today's 'Transfer' Issue," *CCCC*, 2011

"Online Evaluation 2.0: Breaking Boundaries," *CCCC*, 2011.

"Directed Self-Placement," *CCCC*, Louisville, 2010.

"Translating Literacies: Sarah Winnemucca and the Bureau of Indian Affairs," *CCCC*, San Francisco, 2009.

"Reading and Re-reading for Writing", *NCTE*, San Antonio, 2008.

"Learning from Stereotypes in Student Writing," *CCCC*, New York, 2008.

"Disciplinarity and Beyond," *MLA*, Chicago, 2007.

"Ella Deloria's Autoethnography and Mine: 'It Shows Me What I Can Do,'" *CCCC*, 2007.

"Sentences in Writing Assessment," *CCCC*, Chicago, 2006.

"Narratives of Repair: Visual Texts of Native American Teachers" *CCCC*, San Francisco, 2005.

"Sentences Matter: The Syntax of Advocacy" *CCCC*, San Antonio, March 2004.

"Wired English" *MLA*, San Diego, December 2003.

"Angel Decora and American Art" *ASA*, Hartford, October 2003.

"What's In A Name? English Education in the History of Composition Studies," *CCCC*, New York, March 2003.

"Zitkala-Sa and 'Those Indians,'" *MLA*, New York, December 2002.

"Teaching Silence," *CCCC*, Chicago, March 2002.

"Making (Classroom) Texts," *CCCC*, Denver, March 2001.

"Consuming Pleasures," *CCCC*, Minneapolis, March 2000.

"Writing Across the Generations" *CCCC*, Atlanta, April, 1999.

"Fitting Raiment: Clothing and the Woman Teacher's Body," *AERA*, San Diego, April 1998.

"A Memoir in Two Voices." CCCC, Chicago, March 1998.

"Living with Fetal Alcohol Syndrome/Fetal Alcohol Effect: Visual and Verbal Narratives," *Modern Language Association*, Toronto, December 1997.

"A Professional Meeting?" CCCC, Phoenix, March, 1997.

"The Professional Is the Personal," CCCC, Milwaukee, March, 1996.

"Silences in Personal Writing," CCCC, Washington D.C., March, 1995.

"Whose Voice Is It Anyway?" CCCC, Nashville, March, 1994.

"Common Properties of Pleasure: Texts in 19th Century Women's Clubs," *Invitational Conference on Intellectual Property and the Construction of Authorship sponsored by the Society for Critical Exchange*, Cleveland, April, 1991.

"The Feminist Alternative: Texts in 19th Century Women's Clubs," CCCC, Boston, March, 1991.

"An Audience of Intimates: Writing in 19th Century Women's Clubs," CCCC, Chicago, March, 1990.

"Gender and Literacy," CCCC, Seattle, March, 1989.

"Understanding Collaboration," *NCTE*, St. Louis, November, 1988.

"Intertextuality in Composition Classes," CCCC, St. Louis, 1988.

"Imitation," CCCC, Atlanta, 1987.

"Writing across the Curriculum," *NCTE*, San Antonio, 1986.

"Collaborative Writing: An Historical Perspective," CCCC, New Orleans, 1986.

"Research and Composition," *MLA*, Chicago, 1985.

"Computers and Composition," *NCTE*, Philadelphia, November, 1985.

"University-School Writing Programs," *MLA*, New York, December, 1981.

"Writing and Learning," *NCTE Invitational Workshop on Research*, Boston, November, 1981.

"A Metaphorical Perspective on Literacy," *MLA*, Houston, December, 1980.

"Rhetoric and Memory," *CEE Invitational Preconvention Seminar on Language Learning*, Omaha, March, 1980.

"Writing across the Disciplines," *CEE*, Omaha, March, 1980.

"The Composing Process of a Blind Writer," CCCC, Minneapolis, March, 1979.

"The Question of Meaning." *CEE Invitational Preconvention Seminar on Language Learning*, Pittsburgh, March, 1979.

"Classroom Research on Oral and Written Discourse," *CEE*, Pittsburgh, March, 1979.

"Talking and Writing: What We Know and What We Need to Know," *NCTE Invitational Preconvention Seminar on Research*, Kansas City, November, 1978.

"Development in college Writing," *NCTE*, Kansas City, November, 1978. (This paper was selected for taping and cassette distribution by NCTE.)

"Oral and Written Discourse," *CEE*, Minneapolis, March, 1978.

"Teaching Composition," *NCTE Secondary Conference*, Seattle, April, 1977.

"Motherhood in Literature," *NCTE*, New York, November, 1977.

"Language and Change," *CEE*, Knoxville, March, 1977.  
"Women in African Literature," *NCTE*, Chicago, November, 1976.  
"Non-Traditional English Instruction," *CEE*, Milwaukee, March, 1976.  
"Training Teachers of Writing," *NCTE*, San Diego, November, 1975.  
"Multi-ethnic Education," *CEE*, Colorado Springs, March, 1975.

**Visiting Professor:**

St. Louis University, Winter 2004.  
University of New Hampshire, Summer, 1986.  
Northeastern University, Summer, 1987, Summer, 1990.

**Invited Keynote Addresses:**

*Temple University*, Philadelphia, March 2019  
*Indiana University*, Bloomington, September 2018  
*University of Miami*, Coral Gables, May 2018  
*Texas Christian University*, Fort Worth, October 2016  
*University of the Redlands*, Redlands, July 2016  
*Benemerita Universidad Autonoma de Puebla*, Puebla, Mexico, February 2015  
*Western Association of Graduate School Deans*, April 2014.  
*Oakland Writing Project*, October 2013.  
*Michigan Council of Teachers of English*, October 2012.  
*Michigan Principals' Association*, May 2012.  
*Stanford University*, Stanford, October 2011.  
*Brevard County Schools*, Viera, March 2008.  
*Feminisms and Rhetoric*, Houghton, October 2005.  
*Rhetoric and Christian Tradition Conference*, Chicago, May 2005.  
*Qualitative Research Conference*, St. Louis, February 2005.  
*Wayne State Assessment Conference*, June 2004.  
*Brevard County Schools*, Viera, Florida, January 2004.  
*Spilman Institute*, VMI, October 2003.  
*Legal Writing Institute*, Notre Dame, June 2003.  
*University of Florida*, Gainesville, February 2003.  
*Watson Conference on Literacy and Identity*, University of Louisville, October 2002.  
*New York State Council of Teachers of English*, Albany, October 2001.  
*Commonwealth Distinguished Visiting Scholar*, University of Kentucky, April 1998.

*Spring Conference on Teaching English*, University of Arizona, March, 1998.  
 "Narratives of Composition Studies" *Legal Writing Institute*, Seattle, July 1997.  
*Jack and Ruth Gribben English Lecture*, Labette, Kansas, October, 1996.  
 "Opening Day," *Spokane Community Colleges*, Spokane, Washington, September, 1996.  
 "Narratives of Composition Studies" *Legal Writing Institute*, Seattle, July 1995.  
 "(Un) Professional Reading and Writing" *University of Illinois*, Urbana, April 1995.  
 "The Shape of Composition Studies," *University of Illinois at Chicago*, October, 1993.  
 "Rethinking Research in Composition" *Composition in the 21st Century*, Miami University, October, 1993.  
 "Reconsidering Writing Across the Curriculum," *Radford College*, January, 1993.  
 "Authentic Assessment" *Northwest Regional of CCCC*, Spokane, Washington, October, 1992.  
 "The Extra Curriculum of Composition" *Penn State Conference on Rhetoric and Composition*, July, 1992.  
 "Reconsidering Literacy," *University Forum*, UNC-Charlotte February, 1992.  
 "The Politics of Writing Instruction," *Writing Center Directors*, Boston, April, 1990.  
 "Gender and Literacy," *Chicago Area Teachers of English*. April, 1989.  
 "The Reading-Writing Connection," *Ohio Writing Project*. Oxford, April, 1989.  
 "Perspectives on Literacy," *Louisiana Association of College English Teachers*. New Orleans, September, 1988.  
 "Collaborative Writing," *Michigan Writing Project*, Flint, May, 1988.  
 "Perspectives on Literacy," *Honors Convocation*, University of Idaho, April, 1988.  
 "Administration and Academic Identity," *Summer Conference of Writing Program Administrators*, August, 1987.  
 "The Politics of Writing Instruction," *CSSEDC at NCTE*, November, 1986.  
 "Learning through Writing," *Michigan Association of Departments of English*, September, 1986.  
 "Reconsidering Imitation," *University of New Hampshire*, July, 1986.  
 "Evaluating Computer Assisted Writing Instruction," *UCLA*, May, 1984.  
 "Hooked on Writing," *Idaho English Council*, October, 1981.

#### **Evaluation Responsibilities**

Consultant Evaluator, *Writing Program Administrators*. 1985-present.

#### **External Evaluation:**

Fordham University Writing Program, 2020.

Purdue University Writing Program, 2017

University of Texas Rio Grande Writing Program, 2016

University of New Mexico Writing Program, 2014  
Cleveland State Writing Program, 2013.  
Ohio State University, Writing Program, 2013.  
Northern Arizona University, Writing Program, 2012.  
University of North Carolina, Charlotte, Writing Program, 2012.  
Colby College English Department, 2011.  
Calvin College English Department, 2010.  
Bates College Writing Program, 2010.  
Morningside College Writing Program, 2009.  
Sweetbriar College, Writing Program, 2007.  
LaGrange College, Writing Program, 2007.  
Westfield State College, Writing Program, 2006.  
Hollins College, Writing Program, 2006.  
Colgate University, Writing Program, 2005.  
Calvin College, Writing Program, 2002.  
Beloit College, Writing Program, 2001.  
Bowling Green University, Writing Program, 2000.  
University of Richmond, Writing Program, 1998.  
University of Tampa, Writing Program, 1997.  
Eastern Washington, Writing Program, 1996.  
Ohio Board of Regents, Ph.D. Programs in English (all seven state-supported programs), Fall 1995.  
Western Illinois University, Writing Program, March, 1995.  
Wellesley College, Writing Program, February, 1994.  
Long Island University, Writing Program, December, 1993.  
Worcester Polytechnic Institute, Writing Program, September, 1988.  
Cleveland State University, Writing Program, May, 1986.  
Portland State University, Writing Program, November, 1984.  
Hostos Community College, Writing Program, May, 1983.  
Northern Michigan University, Writing Program, April, 1982.

**External Tenure/Promotion Review:**

CUNY

Michigan State University

University of New Hampshire

UM, Flint

University of California, Berkeley  
Michigan Technological University  
Catholic University  
University of Massachusetts  
RPI  
Wright State University  
Indiana University  
Michigan Tech  
Skidmore College  
Arizona State  
Iowa State  
Yale University  
Pittsburgh University  
University of Wisconsin  
Penn State University  
Lafayette University  
University of North Carolina  
University of Illinois  
Colgate University  
Purdue University  
University of Kentucky  
University of Arizona  
The Ohio State University  
Duke University

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**Dissertations:**

***University of Washington:***

Chair, Dissertation, Victor Villanueva, *Intonation, mazes, and other oral influences on the revision Decisions of traditional and basic writers in freshman college composition courses.* (1986).

Chair, Dissertation, Jeffery Carroll, *Reception and representation: A theory of composing.* (1987).

Member, Dissertation, Christine R. Farris, *Construction a theory of composition in the first year: An ethnographic study of four new teaching assistants in English.* (1987).

Member, Dissertation, Virginia A. Chappell, *Fitting texts to contexts: Student writers and the construction of audience.* (1988).

**University of Michigan:**

- Member, Dissertation, Kendon Smith, *Characterization of Readers in College Composition courses: Language Ideologies and Inequitable Shifts in the Communication Burden*. (2023)
- Member, Dissertation, Andrew Moos, *The Language Ideologies of White First-Year Composition Instructors: Exploring Interaction between Writing Pedagogy, Attitudes toward Language and White Identity*. (2023)
- Co-Chair, Michelle Sprouse, *Social Annotation in a First-Year Writing Class*. (2022)
- Co-Chair, Kelly Wheeler, *Silence, Speech, and Support: Community Response to Trauma and the Taxonomy of Embodied Rhetorical Genre*. (2022)
- Chair, Ruth Li, *An Examination of Nuance in Students' Literary Interpretive Writing*. (2022)
- Co-Chair, Michelle Sprouse, *Social Annotation in a First-Year Writing Class*. (2022)
- Co-Chair, Kelly Wheeler, *Silence, Speech, and Support: Community Response to Trauma and the Taxonomy of Embodied Rhetorical Genre*. (2022)
- Member, Dissertation, Kendon Smith, *Characterization of Readers in College Composition courses: Language Ideologies and Inequitable Shifts in the Communication Burden*. (2023)
- Member, Dissertation, Kristin Van Eck, *Writing Difference: Student Ideologies and Translingual Possibilities*. (2021)
- Chair, Dissertation, Ryan McCarty, *Towards a Theory and Practice of Translingual Transfer: A Study of 6 International Undergraduate Students*. (2020)
- Chair, Dissertation, Ryan McCarty, *Towards a Theory and Practice of Translingual Transfer: A Study of 6 International Undergraduate Students*. (2020)
- Chair, Dissertation, James Hammond, *Composing Progress in the United States: Race Science, Social Justice, and the Rhetorics of Writing Assessment, 1845-1859*. (2019)
- Co-Chair, Dissertation, Emily Wilson, *Restoring in the Discourses and Literacies of Military-Connected Students*. (2019)
- Member, Dissertation, Molly Parsons, *The Pedagogical Ethic: A Qualitative Study of Undergraduate Writing Consultant Practice*. (2019)
- Chair, Dissertation, Elizabeth Hutton, *Textual Transactions: Recontextualizing Louise Rosenblatt's Transactional Theory for the College Writing Classroom*. (2018)
- Co-Chair, Dissertation, Ann Burke, *Understanding College-Bound Students' Perceived Preparedness and Expectations for College-Level Writing*. (2018)
- Co-Chair, Dissertation, Merideth Garcia, *Ethical Frames: A Qualitative Study of Networked Device Use in Two High School ELA Classrooms*. (2018)
- Co-Chair, Dissertation, Benjamin Keating, *Ideologies of Language, Authority, and Disability in College Writing Peer Review*. (2018)
- Co-Chair, Dissertation, Anna Knutson, *"It's All Part of an Education": Case Studies of Writing Knowledge Transfer Across Academic and Social Media Domains Among Four Feminist College Students*. (2018)

- Chair, Dissertation, Bonnie Tucker, *For-Profit Colleges as Literacy Sponsors: A Turn to Students' Voices*. (2018)
- Chair, Dissertation, Aubrey Schiavone, *Understanding the Literacies of Working Class First-Generation College Students*. (2017)
- Member, Dissertation, Christopher Parsons, *Lives of Young Men: A Qualitative Study in Three High School English Classrooms*. (2017)
- Co-Chair, Dissertation, Gail Gibson, *Efficiency, Correctness, and the Authority of Automation: Technology in College Basic Writing Instruction*. (2017)
- Co-Chair, Dissertation, Joanna Want, *Strangers at the Table: Student Veterans, Writing Pedagogy, and Hospitality in the College Composition Classroom*. (2016)
- Co-Chair, Dissertation, Rebecca Manery, *The Education of the Creative Writing Teacher: A Study of Conceptions of Creative Writing Pedagogy in Higher Education*. (2016)
- Co-Chair, Dissertation, Danielle Lillge, *When Does Literacy Professional Development Work? Understanding How Instructors Learn to Teach Writing in their Disciplinary Classrooms*. (2015)
- Co-Chair, Dissertation, Brett Griffiths, *"This is My Profession:" How Notions of Teaching Enable and Constrain Autonomy of Two-Year College Writing Instructors*. (2015)
- Co-Chair, Dissertation, Justine Niederhiser, *Engaging Students in the Margins: A Mixed-Methods Case Study Exploring Student and Instructor Response to Feedback in the First-Year Writing Classroom*. (2015)
- Co-Chair, Dissertation, Melody Pugh, *An Investigation of the Literacy Practices of Religiously-Engaged Christian College Students*. (2015)
- Co-Chair, Dissertation, Sarah Swofford, *Linguistic and Rhetorical Ideologies in the Transition to College Writing: A Case Study of Southern Students*. (2015)
- Co-Chair, Dissertation, Elizabeth Homan, *Digital Pedagogies and Teacher Networks: How Teachers' Professional Learning and Interpersonal Relationships Shape Classroom Digital Practices*. (2014)
- Co-Chair, Dissertation, Christie Toth, *Locally Responsive Composition Pedagogy: A Tribal College Case Study*. (2014)
- Chair, Dissertation, Anne Porter, *Distributed Agency and the Rhetorical Work of Essay Contests*. (2014)
- Co-Chair, Dissertation, Crystal VanKooten, *Developing Meta-Awareness about Composition through New Media in the First-Year Writing Classroom*. (2014)
- Co-Chair, Dissertation, Steve Engel, *In Your Own Words: Ideological Dilemmas in English Teachers' Talk about Plagiarism*. (2014)
- Member, Dissertation, Erin Flynn, *What Story Circles Reveal about Preschool Children's Storytelling*. (2013)

- Co-Chair, Dissertation, Stephanie Moody, *Affecting Genre: Women's Participation with Popular Romance Fiction*. (2013)
- Co-Chair, Dissertation, Carleton (Zak) Lancaster, *Stance and Reader Positioning in Upper-Level Student Writing in Political Theory and Economics*. (2012)
- Co-Chair, Dissertation, Christopher Gerben, *Expanding Conversations: Cultivating an Analytical Approach to Collaborative Composition in Social Online Spaces*. (2012)
- Chair, Dissertation, Benjamin Gunsberg, *Terms of Uncertainty: Technological Change and Writing in the Digital Age*. (2012)
- Member, Dissertation, Moises Perales Escudero, *EFL critical reading of transnational political opinion texts: A design-based study*. (2011)
- Chair, Dissertation, Laura Aull, *Forgotten Genres: The Editorial Apparatus of American Anthologies and Composition Textbooks*. (2011)
- Co-Chair, Dissertation, Bethany Davila, *Enduring Patterns: Standard Language and Privileged Identities in the Writing Classroom*. (2011)
- Member, Dissertation, Melinda McBee Orzulak, *Teaching: How Beginning English Teachers Engage Complexity, Negotiate Dilemmas, and Avoid Deficit Ideologies*. (2011)
- Member, Dissertation, Randall Pinder, "Adult Learners'" *Understanding and Expectations of Literacy and Their Impact on Participation in Adult Literacy Programs*. (2011)
- Co-Chair, Dissertation, Donna Scheidt, *Using Narrative Jurisprudence to Develop a Narrative Approach to Deliberative Ethical Argument in Composition*. (2011)
- Chair, Dissertation, Hannah Andrews Dickinson, *Composing violence: Student talk, university discourse, and the politics of witnessing*. 2011.
- Chair, Dissertation, Michael Bunn, *Reconceptualizing the role of reading in composition studies*. (2010)
- Member, Dissertation, Ebony Thomas, *"We're Saying the Same Thing": How English Teachers Negotiated Solidarity, Identify, and Ethics Through Talk and Interaction*. (2010)
- Member, Dissertation, Amy Carpenter Ford, *Constructing Authority across Racial Difference A White Teacher Signifyin(g) with African American Students in a High School English Classroom*. (2010)
- Co-Chair, Dissertation, Staci Shultz, *Exploring Literacy Sponsorship in the Digital Extracurriculum: How Students' Participation in Fan Fiction Sites can Inform Composition Pedagogy*. (2010)
- Chair, Dissertation, James Beitler, *Rhetorics of interdependence: Composing the ethos of the Greensboro Truth and Reconciliation Commission*. (2009)
- Member, Dissertation, Jennifer Buehler, *Words Matter: the Role of Discourse in Creating, Sustaining, and Changing School Culture*, (2009)

- Chair, Dissertation, Heather E. Thomson, *When God's word isn't good enough: Exploring Christian discourses in the college composition classroom*. (2009)
- Chair, Dissertation, Christian Dallavis, *Extending theories of culturally responsive pedagogy: An ethnographic examination of Catholic schooling in an immigrant community in Chicago*. (2008)
- Chair, Dissertation, Paul Feigenbaum, *Community action: A framework for egalitarian, reciprocal community engagement in the field of rhetoric and composition*. (2008)
- Member, Dissertation, David West Brown, *Curricular approaches to linguistic diversity: Code-switching, register-shifting and academic language*. (2008)
- Chair, Dissertation, Kelly J. Sassi, *Rhetorics of authority, space, friendship, and race: A qualitative study of the culturally responsive teaching of Native American literatures*. (2008)
- Chair, Dissertation, Matthew C. Nelson, *"What would you advise us to do?": Status, knowledge, and asymmetry in cross-level interactions among teachers of writing*. (2008)
- Co-Chair, Dissertation, Jill Lambertson, *Claiming an education: The transatlantic performance and circulation of intellectual identities in college women's writing, 1870–1900*. (2007)
- Chair, Dissertation, Lindsay Ellis, *Perspectives on argumentation, \*education, and composition from the Lake Mohonk Conference on International Arbitration, 1895–1916*. (2006)
- Member, Dissertation, Laura Vanderploeg, *Reading race: a study of critical literacy and racial identity in an English language arts classroom*. (2006)
- Co-Chair, Dissertation, Rebecca Ingalls, *Taking a page from their books: Negotiating containment and resuscitating rhetoric in writing across academic and spoken-word genres*. (2005)
- Co-Chair, Dissertation, Suzanne Spring, *Forming letters: Mount Holyoke, Emily Dickinson, and nineteenth-century epistolary compositions*. (2005)
- Co-Chair, Dissertation, Vicki Haviland, *"Things get glossed over": Whiteness and multicultural education*. (2004)
- Member, Dissertation, Shari Steadman, *Becoming university supervisors : constructing practices and identities*. (2004)
- Chair, Dissertation, Steve Salchak, *Developing a land ethic for ecocomposition theory and pedagogy: A place-based approach to teaching critical and ecological literacies as part of academic literacy*. (2003)
- Chair, Dissertation, Shawn Christian, *'We do not teach literature, we are taught by literature': Building African American literature during the New Negro Renaissance*. (2003)
- Chair, Dissertation, Rona Kaufman, *Reading materials: Composing literacy practices in and out of school*. (2002)
- Co-Chair, Dissertation, Jeff Buchanan, *Telling theory making story: An institutional autobiography*. (2002)
- Member, Dissertation, Allan Cook, *Communicative interaction in the dialogic classroom : identifying and accommodating impediments to dialogue*. (2002)
- Member, Dissertation, Tim Murnen, *Constructing authorship in the composition classroom : an ethnographic approach*. (2002)
- Member, Dissertation, Leann Sutherland, *African American girls reading African American women : a study of literacy, identity, and multicultural education*. (2002)

Chair, Dissertation, Rafael Heller, *Small change: Teaching, writing, and the invention of motives.* (2002)

Member, Dissertation, Pam Vasquez-Kim, *Student fiction writing in the literature classroom.* (2001)

Member, Dissertation, Anne Reeves, *Case studies of high school students' reading.* ( 2001)

Co-Chair, Dissertation, Jennifer Sinor, *Making ordinary writing: One woman's diary*. (2000)

Chair, Dissertation, James Inman, *The cyborg turn: Ontology, computer literacy, and the future*. (1999)

Chair, Dissertation, Laura Roop, *Revising texts, revising lives, revising cultures: Teacher-leaders exercising agency in two learning communities*. (1999)

Chair, Dissertation, Alisea McLeod, *Living Detroit (on the edge of disorder): Time and space in the twentieth century*. (1998)

Chair, Dissertation, Roberta Herter, *Conflicting interests: Critical theory inside out*. (1998)

Chair, Dissertation, Margaret Willard, *Interanimating voices: Theorizing the turn toward reflective writing in the academy*. (1998)

Member, Dissertation, Anne Berggren, *"Nouseled" in books: Women's stories of reading*. (1998)

Member, Dissertation, Carolyn Kraus, *A discourse of female bastardy*. (1998)

Member, Dissertation, Carla Verderame, *Making violence in classrooms visible through the stories of Flannery O'Connor*. (1998)

Co-Chair, Dissertation, Morris Young, *Literacy, legitimacy, and the composing of Asian-American citizenship*. (1997)

Chair, Dissertation, Deborah Minter, *Writing (to) work: Metaphors of fitness in contemporary arguments about literacy and work*. (1996)

Chair, Dissertation, Elizabeth Masciale, *Discourses of pedagogy: Composing portfolios, students, and teachers*. (1996)

Member, Dissertation, Caroline Clark, *Reading and writing for real: Co-researching literacy with urban high school students*. (1996)

Member, Dissertation, Todd Destigter, *Los Olvidados: Literacy, ethnography, and the forgotten students of Addison High*. (1996)

Chair, Dissertation, Emily Nye, *"The more I tell my story": Writing as healing at an HIV clinic*. (1995)

Member, Dissertation, Georgina Hickey, *Visibility, politics, and urban development: Working-class women in early twentieth century Atlanta*. (1995)

Chair, Dissertation, Michael McClure, *Student fictions: Sources of significance in the teaching of composition*. (1993)

Chair, Dissertation, Tom Phillion, *Collaborative moments: An account of research at the Dewey Center for Urban Education, James Couzens (Community) School*. (1993)

Chair, Dissertation, Sarah Robbins, *Domestic didactics: Nineteenth-century American literary pedagogy by Barbauld, Stowe and Addams*. (1993)

Chair, Dissertation, Margaret Marshall, *Progress, culture and democracy: Public discourse and rhetoric of education*. (1991)

Chair, Dissertation, David (Ted) Lardner, *Dreams deflected: The Ann Arbor King School "Black English" case*. (1991)

Chair, Dissertation, Virginia Purvis-Smith, *Women and rhetoric: Composing text, self, and professional authority*. (1991)

Member, Dissertation, Cathy Fleischer, *Re-forming student literacy: Informing teacher-research*. (1990)

- Member, Dissertation, David Schaafsma, *Eating on the street: Teaching literacy in a multicultural society*. (1990)
- Member, Dissertation, Richard Bailey, *A case method approach to academic writing in introductory composition*. (1989)
- Member, Dissertation, Shelley Chan, *Writing in a small business management course: Doing business/doing school*. (1989)
- Member, Dissertation, Lulu Sun, *Imagined worlds, stable reality: The development of narrative consciousness from child to adult*. (1989)
- Member, Dissertation, Lisa McClure, *Response and revision: Informing the writer's process*. (1988)

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#### **Academic and Professional Service:**

##### **University:**

- Member, Provost's AI Committee 2024.
- Member, Provost's Learning Analytics Committee, 2012-2015.
- Member, MLTT, 2006-2008.
- Member, Executive Committee, Sweetland Writing Center, 2002-2007.
- Member, Finance Committee of Michigan Press Executive Board, 1995-97.
- Member, Presidential Task Force on Recruiting and Retaining Excellence, 1995-96.
- Member, University of Michigan Press Executive Board, 1994-97.
- Executive Committee, English Composition Board, 1994-95.
- Reviewer, Scholarship Program, Center for Education of Women, 1991-92 and 1994-95.
- Member, LSA Gateway Committee, 1992-94.

##### **Department/School:**

- Convener, LSA Advance Faculty Launch Committee, 2020-2021
- Member, LSA Transfer Student Working Group, 2015-2016
- Member, Search Committee, ELI Director, 2012-2014
- Chair, Promotion Committee, English Department, 2012, 2020.
- Member, Search Committee, English Department, 2008, 2009, 2010.
- Member, Search Committee, School of Education, 2010, 2020.
- Member, Tenure/Promotion Committee, English Department 2006, 2014.
- Member, Executive Committee, School of Education 1997-present.
- Member, Promotion Committee, English Department 2003.
- Member, Executive Committee, English Department, 1998-99, 2005.

Chair, Joint Ph.D. Program in English and Education. 1994-Present.  
Member Search Committee, English Department, 1997-98, 1998-99, 1999-2000, 2005-2006.  
Chair, Search Committee, School of Education, 1996-97.  
Member, Search Committee, English Department, 1996-97.  
Executive Committee, English Department, (Winter 1996 and Winter 1997).  
Executive Committee, School of Education, 1998-99 (ex officio).  
Chair, two promotion committees, Department of English 1998.  
Chair, Third Year Review Committee, Department of English, 1999.  
Graduate Admissions Committee 1987-present.  
Reviewer, Teaching Certification Candidate Applications, 1987-present.  
Member, English Department, Committee on the First-year Experience, 1994-95.  
Member, Promotions Committee, School of Education 1992-95.  
Promotion Committee, English Department, 1990-92 and 1994-95.  
Co-Chair, Program in English and Education, 1987-1994.  
Member, Search Committee, School of Education, 1987-88, 1991-92, 1996-97.  
Member, Search Committee, Women's Studies Program, 1990-91.  
Faculty Mentor, English Department, 1987-1991.

## Grants

"Beyond College II" Mellon subaccount grant, 2021. \$62,000  
"Beyond College II," Mellon subaccount grant, 2020. \$57,000  
"Book Unbound," Humanities Collaboratory, 2017. \$1.2 M. PIs: Anne Gere, Matthew Shapiro, and Nicola Tarranto  
"M-Write II," Third Century Fund, 2015. \$1.8 M PIs: Ginger Shultz & Anne Gere.  
"Writing in Organic Chemistry, Joint Project with University of Southern California," K Keck Foundation, 2015. \$25,000. PIs: Anne Gere & Ginger Shultz.  
"Accelerating the Pace of Research and Implementation of Writing-to-Learn Pedagogies across STEM Disciplines," National Science Foundation with Duke and University of Minnesota, \$2 M. PIs: Anne Gere & Ginger Shultz  
"M-Write: Writing to Transform Teaching and Learning in STEM and Beyond," Transforming Learning for a Third Century, \$2 M (not funded)  
Transforming Learning for a Third Century, 2013. \$50,000 to begin infusing writing into introductory STEM courses using online tools. PIs: Anne Gere & Ginger Shultz  
Keck Foundation, 2012. \$100,000 to study infusing writing into gateway chemistry and physics courses. PI: Anne Gere  
IDEA Grant, 2010. \$35,000 to incorporate writing into introductory chemistry. PI: Anne Gere

NINI Grant, 2009. \$6500 to provide technological support for online Directed Self Placement in Writing. PI: Anne Gere

CRLT, 2009. \$10,000 to redesign SWC 100 course. PI: Anne Gere

Whittaker II Grant, 2008. \$15,000 to infuse technology into education course. PI: Anne Gere

Michigan Department of Education Grant, 2006. \$100,000 to do professional development for middle school writing teachers. PI: Anne Gere

Whittaker Grant, 2006. \$10,000 to develop introductory education course. PI; Anne Gere

"Recruitment and Retention Project," U.S. Department of Education, 2003. \$45,000. PI; Anne Gere

"Teachers for Tomorrow Project," U.S. Department of Education, 2002. \$1.1 M. PI: Anne Gere

Office of Vice President, 2002. \$5000. PI; Anne Gere

Michigan Humanities Council, 2002. \$2500. PI; Anne Gere

Distinguished Faculty and Graduate Student Seminar, 1998-1999. \$7,500. PIs: Anne Gere and Sarah Robbins

"Making American Literatures," National Endowment for the Humanities, 1996-97. \$249,000. PIs: Anne Gere, Donald McQuade and Sarah Robbins.

"Project USEARCH," Fund for Improvement of Postsecondary Education (FIPSE), 1993. \$140,000. PI: Anne Gere

Student Literacy Corps Program, 1993. \$25,000. PI; Anne Gere

Presidential Initiatives Grant for Literacy Project, 1991. \$160,000. PIs: Deborah Keller-Cohen & Anne Gere.

"GSTA Support," Rackham Research Partnership Grant 1989; 1993. PI: Anne Gere

"Writing in the Humanities," National Endowment for the Humanities, 1983. \$125,000. PI: Anne Gere

"Language of Writing Groups," National Institute of Education, 1982. \$25,000. PI; Anne Gere

IBM Olympus Equipment Grant, 1982. PI; Anne Gere

"Puget Sound Writing Project," National Writing Project, 1977-86. \$90,000. PI: Anne Gere