MARY JANE CURRY, Ph.D.

CURRICULUM VITAE

Associate Professor

Department of Teaching, Curriculum, and Change

Margaret Warner Graduate School of Education

474 LeChase Hall, P.O. Box 270427

University of Rochester

Rochester, NY 14627 USA

(585) 273-5934; mjcurry@warner.rochester.edu

ORCID Number 0000-0002-0725-149X

**EDUCATION**

University of Wisconsin-Madison Ph.D., Curriculum and Instruction 2000

 Minor in applied English linguistics, 4.0 GPA

 Dissertation: *Competing goals, competing discourses: ESL composition at the*

*community college*. Director: Michael W. Apple; Committee: Deborah Brandt,

James Paul Gee, Mary Louise Gomez, Elisabeth Hayes

University of Massachusetts/Boston M.A., Teaching English to Speakers of 1994

Other Languages. 4.0 GPA. Thesis: *Social class and the ideologies of*

*teachers of English as a second language.* Director: Donaldo Macedo

Cornell University, Ithaca, NY B.A., English. Cum laude in English, with 1983

distinction in all subjects. 3.5 GPA

**FELLOWSHIPS, HONORS, AND AWARDS**

English Language Specialist Program, U.S. Department of State roster member 2016-

Fulbright Faculty Fellowship, Santiago, Chile Spring 2014

Literacy Champion Award, Northwest Rochester Rotary Club 2013

Fulbright Senior Specialist Program, roster member 2005-2010

Betty Pool Service Award, Warner Graduate School of Education 2005

Morgridge Wisconsin Distinguished Graduate Fellowship 1999-2000

Richard W. Newman Award for Academic Excellence in Bilingual/ESL Studies 1992

# RESEARCH AND TEACHING INTERESTS

Academic publishing by multilingual scholars and students; graduate student writing;

academic literacy and access to higher education; qualitative research methods;

critical literacy; globalization and literacy

**ACADEMIC EXPERIENCE**

*University of Rochester* **Associate Professor** 07/09-present

 **Assistant Professor** 07/03-06/09

Directed TESOL and foreign language education master’s degree/certification program, 2003-2014. Created master’s program in teaching English as a foreign language and as two certificates for teaching English to speakers of other languages. Supervise PhD and EdD students. Established and direct the Warner School’s Writing Support Services.

**Warner School master’s level courses**

EDU 435 *Theory and practice in the teaching and learning of ESOL/foreign languages*

EDU 463 *Implementing innovation in* *ESOL and foreign language*

EDF 414-426 *Reflective teaching in ESOL and foreign language*

ED 409 *Language and literacy in education*

ED 480 *Bilingualism and second language acquisition*

ED 432 *Professional writing and communications* (created for others to teach)

EDU 414 *American educational and linguistic practices* (created for others to teach)

EDE 476 *Teaching ELLS in the content areas* (co-created for others to teach)

**Warner School doctoral courses**

ED 513 *Academic writing for educators*

ED 507 *Qualitative research methods*

ED 515 *Writing for scholarly publication in the social sciences*

ED 515A *The social practices of academic journal publishing* (online)

ED 588 *Language and literacy across cultures and contexts*

ED 532 *Critical literacy*

ED 588 *Language, literacy, and globalization*

EDE 516 *Communicating science: Multiple audiences and purposes*

EDE 511 *Introduction to Advanced Academic Literacy* (developed for others to teach)

*The Open University*, Milton Keynes, UK **Research Fellow** 10/00-08/03

*Centre for Language and Communications* **in academic literacy**

*University of Wisconsin-Madison*

*English Department, Program in ESL* **Teaching Assistant** 6/97-8/00

*Department of Curriculum and Instruction* **Project Assistant** 9/96-5/97

*University of Massachusetts/Boston* **Instructor** 9/92-5/96

*College of Management*; *College of Arts and Sciences*, *Academic Skills Department*

*Somerville (MA) Center for Adult Education* **ESL Instructor** 10/94‑5/96

*IPED, Heredia, Costa Rica* **EFL Instructor** 2/94-7/94

*Franklin Institute of Boston* **Instructor, ESL reading** 9/92‑5/93

**EXTERNAL GRANTS AWARDED**

*U.S. Department of Education, Office of English Language Acquisition,* 05/12-

*National Professional Development Program,* $1,958,174 04/17

Project CELLS: Western New York Collaboration for English Language

Learner Success. Principal investigator.

*National Science Foundation IGERT Project* 2011-2015

Faculty participant in an Integrative Graduate Education and Research

Traineeship training grant, “Distributed Renewable Energy.” Developed

and taught graduate courses on intercultural communication and science

communication.

*Economic and Social Research Council,* UK, £40,677 (approx. $63,456) 12/02-10/03

For Professional Academic Writing in a Global Context. Co-principal

investigator with T. Lillis

*British Academy,* £500 (approx. $750) 8/02

Travel grants to Hungary and Slovakia for Professional Academic Writing

in a Global Context project. Co-principal investigator with T. Lillis

**INTERNAL GRANTS AWARDED**

*Susan B. Anthony Institute for Sexuality, Gender and Women’s Studies,* 05/16

University of Rochester*,* $850

Interview transcription for ‘Multilingual women scholars

writing in academia: Trajectories of knowledge and desires’

*Warner Graduate School of Education and Human Development* 09/08-

$25,000 per year mini-grant for Publishing Engineering Writing: 05/13

Access and Participation in Academic Settings and Professional Practices.

Principal investigator

*Warner Graduate School of Education and Human Development,* $15,00004/07-06/09

mini-grant for Professional Academic Writing in a Global Context,

investigating the publishing practices of scholars in Hungary, Slovakia,

Spain and Portugal. Principal investigator

*Centre for Widening Participation, The Open University,* £46,500 ($72,520) 10/02-09/04

for Ethnic minority students entering higher education: The role of

academic literacy in Openings and beyond, studying academic literacy

in telephone-taught distance access courses. Principal investigator.

*Open University Research Development Fund,* £22,196 (approx. $33, 294) 3/01-7/03

Pilot study of Professional Academic Writing in a Global Context

 Co-principal investigator with T. Lillis

**GRANT PARTNERSHIPS (NO COST)**

*State University of Sâo Paulo, Brazil* 2019-2023

Participating in an international research network convened by Dr.

Fabiana Komescu, “Authorship in different knowledge areas” as part of

the CAPES-PRINT project.

*National Foundation for Scientific and Technological Development* 2018-2020

*Early Career Grant Project,* Chile. Partner on “Literate becoming:

A longitudinal study on diverse writers.” Dr. Natalia Ávila Reyes,

principal investigator. Will assist in data analysis, fall 2020.

*Economic and Social Research Council,* UK 06/07-10/08

Partner on Trajectories of knowledge production: English-medium

Academic writing in national, transnational and international contexts.

T. Lillis, principal investigator

**UNFUNDED GRANT PROPOSALS**

*U.S. Department of Education, Office of English Language Acquisition,* 2016

*National Professional Development Program.* $2,461,022

Project EXCELS: Expanding the Western New York Collaboration for

English Learner Success. Principal investigator

*University of Rochester Provost’s Multidisciplinary Fund*, $53,394 2011

Gender differences in the pursuit of research opportunities by undergraduate

engineers. Principal investigator with Wendi Heinzelman, Andrew Wall

*National Science Foundation* $1,163,5832010

Gender and access to professional practices (GAPP): Academic

engineers’ participation in research and publishing. Principal investigator

with Wendi Heinzelman, Jannick Rolland, Andrew Wall

*National Science Foundation* $1,155,1432009

Publishing Engineering Writing (PEW): Women’s access and participation

in professional academic practices. Principal investigator with Wendi

Heinzelman, Kevin O’Connor, David Pinto, Andrew Wall

*National Science Foundation* $841,7442008

Publishing engineering writing (PEW): Access and participation in

academic settings and professional practices. Principal investigator with

Wendi Heinzelman, Kevin O’Connor, David Pinto

*University of Rochester Provost’s Multidisciplinary Fund* $59,2352008

Engineers writing for publication: Access and participation in professional

practices. Principal investigator with Wendi Heinzelman and Kevin O’Connor

**PUBLICATIONS** (\* = Graduate student co-author/presenter)

### Books

Curry, M.J., \*Ayesh, J., \*He, F., \*Li, W., \*Zhang, T., & \*Zuo, Y. (in preparation).

*An A to W of academic literacy – A reference guide for graduate students.* University

of Michigan Press

Shapiro, S., Farrelly, R., & Curry, M.J. (Eds.) (2018) *Educating refugee-background students: Critical issues and dynamic contexts.* Clevedon, UK: Multilingual Matters. Nominated for the 2020 book prize of the American Association of Applied Linguistics.

Reviewed in *Languages, System.*

Curry, M.J., & Lillis, T.M. (Eds.) (2018). *Global academic publishing: Policies, perspectives and pedagogies.* Clevedon, UK: Multilingual Matters. Nominated for the 2020 book prize of the American Association of Applied Linguistics. Included in ‘New books on higher education’, *Chronicle of Higher Education*, April 22, 2018. Reviewed in Doctoral Writing SIG blog, *Journal of Second Language Writing, Language Problems and Language Planning, System*

Curry, M.J., & Hanauer, D. (Eds.) (2014). *Language, literacy, and learning in STEM education: Research methods and perspectives from applied linguistics.* Amsterdam: John Benjamins. Reviewed in the *Journal of English for Academic Purposes.*

Curry, M.J., & Lillis, T.M. (2013). *A scholar’s guide to getting published in English: Critical choices and practical strategies.* Clevedon, UK: Multilingual Matters.

Reviewed in the *Dutch PhD Blog*, *ELT Journal*, *Ibérica, Innovation in Language Teaching and Learning,* *Journal of English for Academic Purposes,* *Journal of Second Language Writing,* *Journal of Scholarly Publishing, Linglist, New Zealand Studies in Applied Linguistics, Trabalhos em Linguística Aplicada* (Brazil)

Lillis, T.M., & Curry, M.J. (2010). *Academic writing in a global context: The politics and practices of publishing in English*. London: Routledge. Reviewed in *College Composition and Communications*, *English Language Teaching, Ibérica, Journal of Business and Technical Communication, Journal of English for Academic Purposes, Journal of Scholarly Publishing, Journal of Second Language Writing, Language Awareness, Language Planning, LingList, Pedagogicka Orientace, Pedagogy, Studies in Higher Education, World Englishes*

Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2003). *Teaching academic writing: A toolkit for higher education.* London: Routledge. Arabic translation rights sold to King Abdulaziz University. Reviewed in *ESCalate*, Education Subject Center, the (UK) Higher Education Academy; *RELC, A Journal of Language Teaching and Research*

*Journal Special Issue Editing*

Curry, M.J., & T. Lillis. (2013). *Language Policy, 12*(3)*.* Thematic issue: Participating in academic publishing: Consequences of the linguistic policies and practices.

*Refereed Journal Articles*

\*Zhang, T., & Curry, M.J. (in preparation). Pedagogical support for writing for academic publication by multilingual writers: A literature review. To be submitted to the *Journal of Second Language Writing.*

Curry, M.J. (in preparation). Academic publishing in Chilean higher education: De facto language policies and ‘scale-jumping’ responses in three universities. To be submitted to *Language Policy*.

Curry, M.J., Wall, A., & Hanauer, D.I. (under revision). **“**Conference papers happen first”: Academic publishing by engineering graduate students. *Written Communication.*

Curry, M.J., & Lillis, T. (2019). Unpacking the lore on multilingual scholars publishing in English: A discussion paper.*Publications, 7*(27). doi:10.3390/publications7020027

Lillis, T., & Curry, M.J. (2018). Trajectories of knowledge and desire: Multilingual women scholars researching and writing in academia. *Journal of English for Academic Purposes, 32*(1), 53-66*.* DOI:10.1016/j.jeap.2018.03.008

Lillis, T., & Curry, M.J. (2015). The politics of English, language and uptake: The case of international academic journal article reviews. *AILA Review*, *28*(1), 127-150. DOI: 10.1075/aila.28.06lil.

Curry, M.J., & Lillis, T. (2014). Strategies and tactics in academic knowledge production by multilingual scholars. *Educational Policy Analysis Archives, 22*(31). Available at: http://dx.doi.org/10.14507/epaa.v22n32.2014.

 Published in Portuguese in R. S. Fiad (Ed.) (2016). *Letramentos academicos: Contextos, practicas, e percepoes* *[Academic literacies: Contexts, practices, and perceptions]* (pp. 11-64). Sao Carlos, Brazil: Pedro Joao Publishers.

 Updated version to be included in J. Li & A. Welch (2021). (Eds.), *The global research assessment movement and the redirection of knowledge production: Rethinking the mission of higher education in a global age.* Palgrave Macmillan.

Curry, M.J. (2012). Transcending academic boundaries: Designing and implementing a science communication course for science and engineering PhD students. *Professional and Academic Writing, 40,* 4-7.

Curry, M.J., & Lillis, T.M. (2010). Academic research networks: Accessing resources for English-medium publishing. *English for Specific Purposes, 29*(4), 281-295.

Lillis, T., Hewings, A., Vladimirou, D., & Curry, M.J. (2010). The geolinguistics of English as an Academic lingua franca: Citation practices across English-medium national and English-medium international journals. *International Journal of Applied Linguistics,* *20*(1), 111-135.

Curry, M.J., & Lillis, T.M. (2008). Designing research-based heuristics to support English-medium academic publishing. *International Journal of Applied Linguistics, 156*, 29-30*.*

Lillis, T.M., & Curry, M.J. (2006). Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication, 23*(1), 3-35.

Lillis, T.M., & Curry, M.J. (2006). Reframing notions of competence in scholarly writing: From individual to networked activity. *Revista Canaria de Estudios Ingleses, 53*, 63-78*.*

Curry, M.J., & Lillis, T.M. (2004). Multilingual scholars and the imperative to publish in English: Negotiating interests, demands, and rewards. *TESOL Quarterly, 38*(4), 663-688.

Curry, M.J. (2004). UCLA Community College Review: Academic literacy for English language learners. *Community College Review, 32*(2), 51-68.

Curry, M.J. (2003). Skills, access, and “basic writing”: A community college case study from the United States. *Studies in the Education of Adults, 35*(1), 5-18*.*

Curry, M.J. (1999). Media literacy for English language learners: A semiotic approach. *Literacy and Numeracy Studies, 9*(2), 29-46.

Curry, M.J. (1996). Teaching managerial communications to native and nonnative speakers of English. *Business Communication Quarterly,* *59*(1), 27-35.

*Book Chapters*

Curry, M.J., & Lillis, T. (2018). Problematising English as the privileged language of global academic publishing. In M.J. Curry & T. Lillis (Eds.), *Global academic publishing: Policies, perspectives, and pedagogies* (pp. 1-20). Bristol, UK: Multilingual Matters.

Lillis, T.M., & Curry, M.J. (2016). Academic writing for publication in a multilingual world. In R. Manchón & P.K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 201-222). Berlin: De Gruyter Mouton.

Curry, M.J. (2016). More than language: Graduate student writing as “disciplinary becoming.” In S. Simpson, N. Caplan, M. Cox, & T. Phillips (Eds.), *Supporting graduate student writers: Research, curriculum, and program design* (pp. 78-96). Ann Arbor: University of Michigan Press. Reviewed in *WPA Journal.*

Curry, M.J. (2014). Graphics as invention heuristics in writing for publication by academic engineers. In M.J. Curry & D. Hanauer (Eds.), *Language, literacy, and learning in STEM Education: Research methods and perspectives from applied linguistics* (pp. 87-106)*.* Amsterdam: John Benjamins.

Hanauer, D. I., & Curry, M.J. (2014). Integrating applied linguistics and literacies with STEM education: Studies, aims, theories, methods, and forms. In M.J. Curry & D. Hanauer, (Eds.), *Language, literacy, and learning in STEM Education: Research methods and perspectives from applied linguistics* (pp. 1-8)*.* Amsterdam: John Benjamins.

\*Hos, R., & Curry, M.J. (2013). Empowering Students with Interrupted Formal Education (SIFE) to make choices about their futures. In J. Nagle (Ed.), *Creating collaborative learning communities to improve English learner instruction: College faculty, school teachers, and pre-service teachers learning together in the 21st century.* Charlotte, NC: Information Age Publishing.

Lillis, T.M., & Curry, M.J. (2013). English, scientific publishing and participation in the global knowledge economy. In E. Erling & P. Sargeant (Eds.), *English and international development* (pp. 220-242). Clevedon, UK: Multilingual Matters. Translated into Japanese by Shumpu-sha Publishers, 2015.

Curry, M.J., & \*Oh, H. (2011). Teaching academic literacies: Raising genre awareness in a graduate school of education. In H. P. Widoyo & A. Cirocki (Eds.), *Innovation and creativity in ELT methodology* (pp. 108-122)*.* New York: Nova Science Publishers.

Curry, M.J., & Lillis, T.M. (2010). Making academic publishing practices visible: Designing research-based heuristics to support English-medium text production. In N. Harwood (Ed.), *Language teaching materials: Theory and practice* (pp. 322-345)*.* Cambridge: Cambridge University Press.

Curry, M.J. (2007). A “head start and a credit”: Analyzing cultural capital in the basic writing/ESOL classroom. In J. Albright & A. Luke (Eds.), *Pierre Bourdieu and literacy education* (pp. 275-295)*.* Mahwah, NJ: Lawrence Erlbaum.

Curry, M.J. (2006). Skills, access, and “basic writing”: A community college case study from the United States. In L. Ganobcsik-Williams (Ed.), *Teaching academic writing in UK higher education: Theories, practices, and models* (pp. 180-195)*.* Basingstoke, Hampshire/ Boston: Palgrave Macmillan. (Reprint, 2003 article in *Studies in the Education of Adults*)

Curry, M.J. (2001). Preparing to be privatized: The hidden curriculum of a community college ESL writing class. In E. Margolis (Ed.), *The hidden curriculum in higher education* (pp. 175-192)*.* New York: Routledge. Translated in traditional Chinese characters (Taiwan, 2004); in simplified Chinese characters (Huadong Normal University Press, 2006).

*Non-refereed Journal Articles*

Curry, M.J. (2014). Raising awareness of writing practices and genres in English. *Linguistic Studies Newsletter,* University of Sao Paulo, Brazil.

Curry, M.J., & Lillis, T. (2013).Introduction to the thematic issue: participating in academic publishing—consequences of linguistic policies and practices. *Language Policy, 12*(3), 209-213.

Curry, M.J. (2007). Drawing on ‘funds of knowledge’ to research the ‘third spaces’ of academic literacies. *Journal of Applied Linguistics, 4*(1), 125-129. Commentary for special issue, New Directions in Academic Literacies Research

# Curry, M.J., & Lillis, T.M. (2007, Winter). The dominance of English in scholarly publishing: Implications for scholars, institutions, and academia. *International Higher Education* newsletter*, 46,* 6-7*.* Boston: Center for International Higher Education. Available at: <http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number46/p6_Curry_Lillis.htm>.

Curry, M.J. (2006). Action research for preparing reflective language teachers. TESOL *HEIS (Higher Education Interest Section) Newsletter*, *25(*1). Reprinted in Chinese in Radio and TV Universities ELT Express *12*(4); available at [http://www1.open.edu.cn/elt/](https://webmail.ur.rochester.edu/exchweb/bin/redir.asp?URL=http://www1.open.edu.cn/elt/)

Curry, M.J., & T. Lillis. (2004, Summer). The global imperative to publish in English: Brokering multilingual scholars into English academic publishing. NYS TESOL *Idiom*, *34*(2), 8-9.

Curry, M.J. (2004). Teaching in self-defense. Response to Parmegiani’s “Critical comments on Skills, access and basic writing: A community college case study from the United States.” *Studies in the Education of Adults, 36*(1), 128-133*.*

Curry, M.J. (1996, Summer). Using local theater in ESOL. MATSOL *Currents,* *22*(2), 1, 14.

*Conference Proceedings*

Curry, M.J., Magyar, A.E., & \*Carr, J.G. (2003). Using telephone teaching to “scaffold” students into academic literacy in the Open University's Openings Programme. In I. Davidson, D. Murphy, & B. Piette (Eds.), *Speaking in tongues: languages of lifelong learning* (pp. 51-56). Proceedings of the 33rd annual conference of the Standing Conference on University Teaching and the Education of Adults. Bangor: University of Wales, UK.

Curry, M.J. (2002). Cultural models in the U.S. writing classroom: Matches and mismatches. In M. Graal & R. Clark (Eds.), *Writing development in higher education: Changing contexts for teaching and learning* (pp. 45-61). University of Leicester, UK.

*Book Reviews*

\*Zhang, T., & Curry, M.J. (in preparation). Review of P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers*. New York: Palgrave Macmillan. *System.*

Curry, M.J. (2018). Review of *Doing research in applied linguistics: Realities, dilemmas, and solutions edited* by J. McKinley & H. Rose. London: Routledge. *International Journal of Applied Linguistics, 28*(2).

\*Xin, Y., & Curry, M.J. (2016). Review of *Before the dissertation: A textual mentor for doctoral students at early stages of a research project* by C. Casanave. Ann Arbor: University of Michigan Press, 2015. *Journal of English for Academic Purposes, 23,* 113-114.

Curry, M.J., & \*Hos, R. (2012). Review of *Learning the literacy practices of graduate school: Insiders’ reflections on academic enculturation* edited by C. Casanave & X. Li. Ann Arbor, MI: University of Michigan Press, 2008. *Journal of Second Language Writing, 21*, 90-93.

\*Radigan, E., & Curry, M.J. (2011). Review of *Critical literacy and urban youth* byE. Morrell. New York: Routledge, 2009. *Pedagogies, 6*(1),83*.*

Curry, M.J. (2011). “Where there is no laundry”: Review of five books on writing for publication. *Journal of English for Academic Purposes.* doi:10.1016/j.jeap.2010.09.003

Curry, M.J. (2009). Review of *Cultural globalization and language education* by B. Kumaravadivelu. New Haven, CT: Yale University Press, 2008. *Studies in Second Language Acquisition, 31*(3),505-506.

Curry, M.J. (2008, June). Review of *Easy Stuff Library:* *Trees, Grocery Store, Library* by Ann Morgan. Woodbine, MD: Starting Gate Press, 2005. *Essential Teacher.*

Curry, M.J. (2002, Dec.). Review of *Language, culture, and teaching: Critical perspectives for a new century* by Sonia Nieto. Mahwah, NJ: Lawrence Erlbaum, 2002. *British Journal of Educational Psychology, 72*(4),609-610*.*

Curry, M.J. (1996/1997, Winter). Review of *Teaching English so it matters: Creating curriculum for and with high school students*. *Rethinking Schools, 11*, 2.

*Translation*

Curry, M.J. (1995). Barrientos, Z., & Monge-Najera, J. *The biodiversity of Costa Rica*. Santo Domingo, Costa Rica: The National Biodiversity Institute.

*Book Prefaces*

Curry, M.J. (2017). Preface to M.L. Cardenás & N. Bustartos (Eds.), *Research in foreign languages*. Bogotá, Colombia: National University Press.

Curry, M.J., & Lillis, T.M. (2017). Preface to M. Cargill & S. Burgess (Eds.), *Publishing research in English as an Additional Language: Practices, pathways and potentials.* Adelaide, Australia: University of Adelaide Press.

**INTERNATIONAL CONFERENCES AND PRESENTATIONS**

*Plenary/Keynote Addresses*

Curry, M.J. April 2018. Responding to the presumed dominance of English as a global academic lingua franca: Strategies and tactics of multilingual scholars.Plenary talk, Writing Symposium, International Writing Center, Georg-August University, Göttingen, Germany

Curry, M.J. November 2017. Language choice in academic publishing by multilingual scholars: Policymaking and institutional scale-jumping. XXII Annual Conference of the Chilean National Association of Linguistics (SOCHIL). Talca, Chile

Curry, M.J. June 2016. Pressures and tensions in academic publishing in English:
The example of Chile.Eighth International Colloquium on Research in Foreign Languages. Universidad Nacional de Colombia, Bogotá, Colombia

Lillis, T.M., & Curry, M.J. October 2015. Does language matter? The politics of English, language and uptake in international academic journal article reviews. Plenary talk, Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language, Coimbra, Portugal

Curry, M.J., & Lillis, T.M. June 2011. Publishing in English: Mobilizing the resources of academic research networks. Plenary talk at the Symposium on Second Language Writing, Taipei, Taiwan

Lillis, T.M., & Curry, M.J. November 2010. Publish (in English) or perish! Multilingual scholars writing for publication in a globalised world. Plenary talk at the conference, Academic literacies in the university and the workplace: Perspectives fromresearch and practice. University of Nottingham, UK

Curry, M.J. April 2008. From text to social context: A sociocultural approach to teaching second language writing. Keynote speech at the ESL/EFL Languages and Cultures Conference, Fortune Institute of Technology, Kaohsiung County, Taiwan

Curry, M.J., & Lillis, T.M. May 2003. Professional academic writing by “periphery” scholars: Interactions with “literacy brokers” in the production of text. Plenary speakers at the Canadian Association of Teachers of Technical Writing Conference, Halifax, Nova Scotia, Canada

*Other Invited International Addresses*

Curry, M.J., & Lillis, T. September 2018. “Global academic publishing: current achievements, future challenges,” framing paper for the invited colloquium, “Introducing Global Academic Publishing,” organized by M.J. Curry and T. Lillis. Publishing and Presenting Research Internationally by Speakers of English as an Additional Language (PRISEAL) Conference, Reykjavik, Iceland

Curry, M.J. March 2018. Organizer and participant, “Becoming a journal manuscript referee: Editors’ perspectives.”Invited session. TESOL conference, Chicago, IL

Curry, M.J. July 2017. How is English nested in policies for grants, fellowships, and publications?: The case of Chile. Presentation in ‘Current debates and future directions for research on academic publishing and presenting in a global context’, the symposium of the AILA Research Network, Publishing and Presenting Academic Research in a Global Context, organized M.J. Curry and T. Lillis. International Association of Applied Linguistics (AILA), Rio de Janeiro, Brazil

Curry, M.J. July 2017. Global academic publishing: Policies, pressures, tensions. Talk at the University of Campinas, Brazil

Curry, M.J. June 2017. Responding to pressures for English-medium scholarly publishing: Strategies and tactics of multilingual scholars. Focus speaker, International Association of World Englishes conference, Syracuse University, Syracuse, NY

Curry, M.J. October 2014. Publishing in English by multilingual scholars: Issues and responses. School of Computer and Communication Sciences, Lausanne Federal Polytechnic Institute, Switzerland

Curry, M.J. August 2014. Participant in the invited colloquium, “Rethinking 'English' in High-Stakes Encounters: The Significance of English as a Lingua Franca.” Convenor: Barbara Seidlhofer. International Association of Applied Linguistics, Brisbane, Australia

Curry, M.J., Lillis, T., & Hanauer, D. August 2014. Organizers, AILA Research Network Colloquium: “Current research on global scholarly publishing: Peer review, writing, and pedagogies.” Triennial conference of the International Association of Applied Linguistics, Brisbane, Australia

Curry, M.J. May 2014. Strategies and tactics in academic knowledge production by multilingual Talk at the Institute of Linguistics, University of Buenos Aires, Argentina

Curry, M.J. July 2013. Raising awareness of writing practices and genres in English. Presentation at the Conference of the Linguistic Studies Group, University of Sao Paulo, Brazil

Curry, M.J. June 2013. ‘A picture is worth a kilo-word’: The use of graphics as invention technique in academic engineers’ writing for publication. University of Cape Town, South Africa

Lillis, T.M., & Curry, M.J. January 2013. Professional academic writing in an ‘international’ context: Findings from a longitudinal study and implications for practice. Oxford Learning Institute, University of Oxford, UK

Curry, M.J. October 2011. English-medium publishing in a global context: Drawing on the resources of academic research networks. School of Linguistics and Language Studies, Carleton University, Ottawa, Canada

*Refereed International Conference Colloquia*

Curry, M.J., & Lillis. T. August 2020. Methodologies for researching writing for academic publication by multilingual writers. Symposium of the Research Network, Publishing and Presenting Research in a Global Context. AILA (International Association of Applied Linguistics) World Congress, Groeningen, The Netherlands

Curry, M.J. August 2020. The “residual lives” of conference papers published by graduate students in electrical and computing engineering. Paper to be presented in the symposium, *Thesis and dissertation writing in multilingual contexts: Genre, contexts, identities*, organized by Sue Starfield and Nigel Harwood. AILA World Congress, Groeningen, The Netherlands

Curry, M.J. March 2019. Chilean scholars navigating neoliberal pressures for multilingual publishing. In the symposium, ‘Participating in academic literate worlds: Conceptions, experiences, and tensions of writing in Chilean higher education’ organized by Natalia Avila. Transnational Writing SIG, Conference on College Composition and Communications, Pittsburgh, PA

Curry, M.J. February 2017. Research investment and publishing opportunities for multilingual scholars in Chile. Paper in the colloquium, “Multilingual scholars writing for publication: Access, resources, discourses, and practices,” organized by M.J. Curry. Writing Research across Borders IV, Bogotá, Colombia

Curry, M.J., & Lillis, T. March 2015. Strategies, tactics, and scales as conceptual tools for analyzing multilingual scholars’ experiences with writing for publication. Paper in the colloquium, “Ramifications of Language Policies in the Context of Scholarly Publishing: Perspectives from Different Parts of the World,” organized by Sedef Uzuner Smith. Canadian/American Association for Applied Linguistics, Toronto, Canada

Curry, M.J., Lynch, A., & \*Shang, H. March 2015. “Just good teaching?”: Professional development for teacher educators on supporting ELLs. Paper in the colloquium, “Current Research on Students with Refugee Backgrounds: Language, Literacy, Culture, and Education,” organized by M.J. Curry and Shawna Shapiro. Canadian/American Association for Applied Linguistics, Toronto, Canada

Lillis, T., & Curry, M.J. February 2014. Organizers: “The impact of national and transnational policies on academic writing for publication in a global context.” Writing Research across Borders Conference, Paris, France

Curry, M.J. June 2006. The emergence of nontraditional students’ language awareness in a telephone-taught access program, in the colloquium, “Raising (critical) language awareness in higher education settings,” American/Canadian Associations of Applied Linguistics, Montreal, Quebec, Canada

*Refereed International Conference Presentations (Papers unless noted)*

Curry, M.J. May 2019. De facto language of publication policies in Chile: Institutional initiatives, available resources, and scholars’ responses. Language Policy Forum, British Association of Applied Linguistics, Edinburgh, Scotland

Lillis, T., & Curry, M.J. June 2013. The hegemonic position of English in academic publishing: Drawing on a longitudinal study to design a scholarly guide which emphasises choice and strategy. European Association of Teachers of Academic Writing, Budapest, Hungary

Curry, M.J. May 2010. What engineers do: Comparing the practices of writing for publication with official sources of advice. Symposium on Second Language Writing, Murcia, Spain

Curry, M.J., O’Connor, K.C., & Heinzelman, W. May 2009. Not just the facts: Writing for publication in engineering as storytelling. Canadian Association of Applied Linguistics, Ottawa, Canada

Curry, M.J., & Lillis, T.M. December 2008. Multilingual scholars and issues of language choice in writing for scholarly publication. International Conference on Multilingualism, Castellon, Spain

Lillis, T.M., & Curry, M.J. June 2008. “Polishing the texts”: Exploring the interventions of literacy brokers in English academic texts by multilingual writers. Paper presented in the symposium,in the symposium, “What is ‘proofreading’ in academic text production?” Writing Development in Higher Education conference, Strathclyde, UK

Lillis, T.M., Hewings, A., & Curry, M.J. February 2008. The impact of global English on local knowledge production—psychology in four national contexts. GlobEng: International Conference on Global English, Verona, Italy

Lillis, T. M., & Curry, M.J. October 2007. Academic publishing in a global context: Exploring the experiences of multilingual scholars. Mediterranean Editors and Translators Meeting, Madrid, Spain

Curry, M.J., & Lillis, T. M. April 2007. Networking across borders: Multilingual scholars’ participation in academic research and publishing networks. (Ex)changing Voices, Expanding Boundaries conference, Portuguese Association for Anglo-American Studies, Evora, Portugal

Lillis, T. M., & Curry, M.J. January 2007. English-medium academic text production in a global context: Multilingual scholars managing available resources. Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language Conference. La Laguna, Tenerife, Spain

Lillis, T. M., & Curry, M.J. July 2004. Academic writing in a global context: A text-oriented ethnography. First International Scientific Meeting on Ethnography and Education, Talavera de la Reina, Spain

Magyar, A. E., Curry, M.J., & Carr, J. G. April 2004. Learning "not to waffle!": Making academic conventions transparent in order to facilitate student participation. Discourse, Power and Resistance Conference, Plymouth, UK

Lillis, T. M., & Curry, M.J. September 2003. Writing for different “communities”: Multilingual scholars and the imperative to publish in English. British Association for Applied Linguistics, Leeds, UK, and AILA Literacy Special Interest Group, Ghent, Belgium

Curry, M.J., Magyar, A. E. & \*Carr, J. G. July 2003. Using telephone teaching to ‘scaffold’ students into academic literacy in the Open University’s Openings Programme. Standing Conference on University Teaching and Research in the Education of Adults conference, Bangor, Wales, UK

Curry, M.J., & Lillis, T. M. June 2003. Learning from the writing practices of academics in multilingual contexts. European Association of Teachers of Academic Writing, Budapest, Hungary

Curry, M.J., & Lillis, T. M. July 2002. The role of “literacy brokers” in the academic writing practices of international scholars. European Association for Learning and Instruction Writing SIG, Staffordshire University, Stafford, UK

*Discussant/Discussion Leader*

Curry, M.J. March 2018. Discussion leader on writing for publication, “Tea with Distinguished TESOLers,” TESOL, Chicago, IL

Curry, M.J. May 2010. Discussant, ‘Writing from Sources’, invited symposiumconvened by C. Polio & L. Shi, Symposium on Second Language Writing, Murcia, Spain

**NATIONAL CONFERENCES AND PRESENTATIONS**

*Plenary/ keynote Addresses*

Curry, M.J. June 2016. The liminal space of graduate student writing: Transitions and trajectories. Consortium on Graduate Student Communication Institute, Yale University, New Haven, CT

Lillis, T.M., & Curry, M.J. July 2011. Academic writing in a global context: The politics and practices of publishing in English. Featured talk, 22nd Pennsylvania State Conference on Rhetoric and Composition, State College, PA

*Refereed Colloquia/Papers in Colloquia*

Curry, M.J. March 2019. Chilean scholars navigating neoliberal pressures for multilingual publishing. Paper in the symposium “Participating in academic literate worlds: Conceptions, experiences, and tensions of writing in Chilean higher education,” organized by Natalia Avila Reyes. Translingual Writing SIG, Conference on College Composition and Communication, Pittsburgh, PA

Curry, M.J., & Lillis, T. April 2018. The ‘text-ethnographic’ Approach to researching writing for academic publication: A longitudinal innovation. In the symposium, “Innovative research methods in applied linguistics: A renewed call for ‘alternatives’ to the ‘norms’,” organized by J. McKinley & M.J. Curry. American Association of Applied Linguistics, Chicago, IL

Curry, M.J. April 2016. “University accreditation as de facto language policy in Chile: Institutional ‘scale jumping’ efforts and scholars’ responses.” Paper in the symposium, “The Changing Landscape of Global Academic Publishing: Policies, Practices, and Pedagogies,” organized by M.J. Curry. American Association for Applied Linguistics, Orlando, FL

Curry, M.J. March 2013. Three ways to support undergraduate engineers in writing for publication: Findings from an ethnographic study. In the symposium, “Using applied linguistics methodologies to research STEM discourses and learning,” organized by M.J. Curry and D. Hanauer. American Association of Applied Linguistics, Dallas, TX

Curry, M.J. March 2013. Drawing on research to support multilingual scholars in English-medium academic publishing. In the symposium, “Multilinguals navigating advanced English literacies in higher education,” organized by S. Uzuner Smith. TESOL conference, Dallas, TX

Curry, M.J. March 2011. Network and literacy brokers for publishing by engineering undergraduate and graduate students. In the symposium, “Writing for the 'Center': Studies of Genre and Publishing in Science and Engineering,” organized by D. Hanauer. American Association of Applied Linguistics, Chicago, IL

Curry, M.J. November 2011. Doctoral students writing for publication: Genres and networks. In the symposium, “Unexamined Pedagogies of Doctoral Writing,” organized by C. Golde. Association for the Study of Higher Education. Indianapolis, IN

Curry, M.J., \*Chaffee, R., & O’Connor, K. C. March 2010. Women writing for publication in engineering. In the symposium, “Gender and power relations as mediated through scientific writing and publishing” organized by M.J. Curry. Conference on College Composition and Communication, Louisville, KY

Curry, M.J., O’Connor, K. C., & Heinzelman, W. March 2010. Trajectory dilemmas of engineering graduate students: Publication genres and the formation of professional identities. In the symposium, “**Developing Writing in Science and Engineering: Genres, Learning and Identity in Undergraduate, Graduate and Professional Research,” organized by D. Hanauer. American Association for Applied Linguistics, Atlanta, GA**

Curry, M.J. & Lillis, T.M. July 2005. Multilingual scholars’ interactions with literacy brokers in text production. In the symposium organized by M.J. Curry, “Multilingual scholars interacting with gatekeepers of English academic publishing.” AILA (International Association of Applied Linguistics) conference, Madison, WI

Curry, M.J. & Lillis, T. M. March 2003. Professional academic writing by “periphery” scholars: Interactions with “literacy brokers” in the production of text. In the symposium, "Language socialization, participation and membership in communities of practice," American Association of Applied Linguistics, Arlington, VA

*Other National Invited Addresses*

Curry, M.J. March 2018. ‘Professional Academic Writing in a Global Context’: Tracing the development and findings of a 16-year research study. Second Language Acquisition Program, University of Wisconsin-Madison

Curry, M.J. October 2016. Graduate student writing: Transitions and trajectories. English Language Institute 75th Anniversary Colloquium, University of Michigan.

Curry, M.J. October 2016. The push for academic publishing in English in Chile: Policy pressures and scholars’ responses. Georgetown University Linguistics Department, Washington, DC

Curry, M.J. August 2016. Contextualizing the practices of writing for publication: Exploring the ‘text-ethnographic’ research method. “College Writing”: from the 1966 Dartmouth Seminar to Tomorrow. Dartmouth College, Hanover, NH

Curry, M.J. March 2013. Englishes and literacies in the processes of globalization: Constructing a doctoral seminar in education. In the Transnational Writing SIG symposium, organized by B. Horner, Conference on College Composition and Communication, Las Vegas, NV

Curry, M.J. November 2006. The dominance of English as the language of scholarly publishing: Implications for academics in non-Anglophone contexts. Center for Global and Comparative Studies in Education, University of Buffalo School of Education, NY

Curry, M.J., & Kephart, K. March 2006. Action research for preparing reflective language teachers, Discussion section, TESOL Conference, Tampa, FL

*Refereed National Conference Presentations (Papers unless otherwise noted)*

Curry, M.J., Ayesh, J., He, F., Li, W., Zhang, T., & Zuo, Y. March 2020. Academic literacy for graduate students: Writing a reference book with a team of graduate students. Roundtable to be presented to the American Association of Applied Linguistics conference, Denver, CO

Lynch, A. & Curry, M.J. March 2017. Not 'just good teaching': Professional development for teacher educators. TESOL conference, Seattle, WA

Broekhoff, M., Pereira, G., & Curry, M.J. March 2017. Publish or perish syndrome in Chile. Roundtable presentation, TESOL conference, Seattle, WA

Curry, M.J., Grimes, J., \*Consagra, S., & Tran, A. November 2014. Teaching approaches from a newcomer academy for refugee/immigrant students: Content, technology, and educational opportunities. New York State TESOL Association Conference, Albany

\*Zuraw, C., & Curry, M.J. March 2012. Civil rights for immigrants: An analysis of the redesigned United States naturalization examination. American Association of Applied Linguistics conference, Boston, MA

Curry, M.J., & Wall, A. November 2011. Writing for publication by engineering graduate students: Academic research networks and “network brokers.” Association for the Study of Higher Education conference, Charlotte, NC

Curry, M.J., & Lillis, T. M. February 2011. Mapping academic research networks as resources for English-medium publishing. Writing Research across Borders II Conference, Washington, DC

O’Connor, K. C., Curry, M.J., \*Chaffee, R., \*Zhang, N. & Heinzelman, W. March 2009. Engineers writing for publication: The discursive production of access to professional practices. American Association of Applied Linguistics, Denver, CO

Curry, M.J., & Lillis, T.M. March, 2009. A heuristics approach to supporting English-medium scholarly publishing. American Association of Applied Linguistics, Denver, CO

Curry, M.J. February 2006. Access over the telephone: Scaffolding disciplinary discourses and academic literacy in a university access program. Roundtable at the Midwinter Research Assembly, National Council of Teachers of English, Chicago, IL

Curry, M.J. April 2005. Access to higher education: learning academic literacy and disciplinary content over the telephone. Roundtable, American Educational Research Association, Montreal, Canada

Curry, M.J. October 2004. Multilingual scholars writing for publication in English. New York State TESOL conference, Syracuse, NY

Curry, M.J., & Lillis, T. M. July 2004. English as the medium of scholarly publishing: “Literacy brokers” and the writings of scholars in eastern and southern Europe. Globalization and World Englishes: Identity and Creativity Conference, Syracuse, NY

Curry, M.J., & Lillis, T. M. April 2002. International scholars' access to publishing in English. TESOL conference, Salt Lake City, UT

Lillis, T. M., & Curry, M.J. March 2002. Access or barrier?: Global academic English and the publishing of international scholars. College Composition and Communication Conference, Chicago, IL

Curry, M.J. April 2001. Cultural models in the U.S. writing classroom: Matches and mismatches. Writing Development in Higher Education, University of Leicester, UK

Curry, M.J. April 2001. Adult ESL students in the contact zone: Exploring the effects of multiple educational attainment levels on the community college writing classroom. American Educational Research Association, Seattle, WA. ERIC Document 454706

Curry, M.J. March 2001. Nonnative speakers writing in the university: Learning from “basic writing” in the United States. Teaching Writing in Higher Education conference, University of Warwick, UK

Lillis, T. M., & Curry, M.J. February 2001. “Nontraditional” students in the academy: From writing as “apprenticeship” to writing as dialogue. NCTE Midwinter Research Assembly, Berkeley, CA

Curry, M.J. April 2000. Positioned by discourse: Obstacles to effective teaching in a community college ESL writing class. American Educational Research Association, New Orleans, LA. ERIC document 442507

Arfa, S., Kriegel, H., & Curry, M.J. March 2000. Rhetorical chauvinism in the ESL classroom. TESOL conference, Vancouver, BC, Canada

Curry, M.J. April 1999. Critical thinking: Origins, applications, and limitations for postsecondary English language learners. American Educational Research Association, Montreal, Quebec. ERIC document 436976

Curry, M.J. March 1999. Using semiotic theories in teaching media literacy. TESOL conference, New York, NY. ERIC document 436101

*Discussant*

Curry, M.J. March 2017. Messy research in applied linguistics: Methodological realities, problems and honest reporting when social research goes awry. Symposium organized by H. Rose & J. McKinley, American Association of Applied Linguistics, Portland, OR

*Other Presentations*

Curry, M.J., \*He, F., \*Li, W., & \*Zhang, T. June 2019. *An A to W of Academic Literacy*: Developing a reference book for graduate students with a team of graduate students. Work-in-progress session, Consortium on Graduate Communication Conference, George Mason University, Arlington, VA

Curry, M.J., & \*Chaffee, R. September 2010. Publishing productivity in STEM fields: Exploring why women publish less than men. Susan B. Anthony Institute for Gender Studies, University of Rochester, NY

Curry, M.J., \*Cain, C., \*Mendez, J., & \*Waterstripe, L. June 2005. Action research in the language classroom: Methods and findings. English Language Learner Consortium, Nazareth College, Rochester, NY

Curry, M.J. February 2005. The global imperative of English in academic publishing: The experiences of scholars in Eastern Europe. Skalny Center for Polish and East European Studies, University of Rochester, NY

Curry, M.J., Hansen, M., \*Avery, K., & \*Nobles, A. June 2004. More than a research paper: Using real classroom experiences to link to a project with practice. English Language Learner Consortium, Nazareth College, Rochester, NY

Curry, M.J. November 1999. Media literacy for the twenty-first century: A curriculum for ESL college students. WITESOL, Madison, WI

Curry, M.J. March 1995. Teaching managerial communications to native and nonnative speakers of English. MATSOL, Waltham, MA

*Refereed Poster*

Curry, M.J., & Lillis, T. M. October 2012. Studying academic publishing in an additional language: Developing a “text-ethnographic” research methodology. Second Language Research Forum, Pittsburgh, PA

*International Workshops/Courses*

Journell, W., Abd-El-Khalick, F., Cai, J., Campanaro, G., Curry, M.J., Goldberg, T., Stornaiuolo, A., Thomas, E., & Zeidler, D. April 2019. Support for international scholars seeking to publish in English-medium journals. Pre-conference course, American Educational Research Association, Toronto, ONT, Canada

Lillis, T., & Curry, M.J. February 2017. How to develop a text-oriented ethnographic approach to researching academic writing. Pre-conference invited workshop. Writing Research Across Borders IV, Bogotá, Colombia

Humanities Faculty, Tshwane University of Technology, Pretoria, South Africa. May-June 2013. Lectures and seminars on academic writing and publishing.

Monterrey Technological University, Monterrey, Mexico. Weeklong writing for publication workshops. June 2012, February 2015

Curry, M.J. May 2014 Multilingual scholars writing for publication. Two-day workshop at the University of Buenos Aires, Argentina

Curry, M.J. May 2014 Multilingual scholars writing for publication. Weeklong workshop at the Universidad Magallanes, Punta Arenas, Chile

Curry, M.J. June 2011. Publishing in English-Medium Journals: Practices, Resources, Networks. Symposium on Second Language Writing, Taipei, Taiwan

*U.S. Workshops*

Roberts Wesleyan University, Rochester, NY

 Writing for publication workshop for faculty members 02/20

Rochester Institute of Technology, Rochester, NY 10/19

 Workshop on writing productivity for graduate students

Fairfield University, Fairfield, CT 01/19

 Daylong writing for publication workshop for faculty members

Data Science Institute, University of Rochester, Communicating Fall 2016

 science for STEM PhD students

Bridgewater State University, Bridgewater, MA 11/13

 Daylong writing for publication workshop for multilingual scholars

**MEDIA COMMUNICATIONS**

Curry, M.J. (2019, March 30). New York State TESOL Webinar, Academic literacy/ies for English learners at the higher education level

Curry, M.J. (2019, April). Oregon State University research podcast, Dr. Mary Jane Curry on Multilingual Scholars. <https://ecampus.oregonstate.edu/research/podcast/e152/>

Curry, M.J., & Lillis, T. (2018, March 13). A critique of “English as the lingua franca” of academic journal publishing. Op-ed, *Inside Higher Education*. <https://www.insidehighered.com/views/2018/03/13/domination-english-language-journal-publishing-hurting-scholarship-many-countries#.Wu9ZCM4AoYk.link>. Reprinted in

<http://www.roseta.org.br/2018/05/21/the-dangers-of-english-as-lingua-franca-of-journals/>

Curry, M.J., & Lammers, J. (2018). The nuts and bolts of running a writing camp. *Doctoral Writing SIG.* <https://doctoralwriting.wordpress.com/2018/01/29/the-nuts-and-bolts-of-running-a-writing-camp/>

Curry, M.J., & Lillis, T. (2015). Getting published in English—It’s not just about language. *Doctoral Writing SIG.* <https://doctoralwriting.wordpress.com/2015/03/20/getting-published-in-english-its-not-just-about-language/> publishing-hurting-scholarship-many-countries

Curry, M.J. (2014). Sabbatical in Chile blog. <https://sabbaticalinchile.wordpress.com/>

**DOCTORAL STUDENT ADVISING/SUPERVISING**

*Graduated*

Rabia Hos, PhD, 2010. Dissertation: “The Experiences of Refugee Students with Interrupted Formal Education in an Urban Secondary School”

Alicia Van Borssum, EdD, 2012. Dissertation: “Analyzing the Literacy Expertise of Primary School Teachers and Librarians in Addis Ababa, Ethiopia”

Linda Quinlan, EdD, 2015. Dissertation: “Unexpected Strength: Christian Students in a Secular University”

Maryam Ravzi Padela, EdD, 2018. Dissertation: “The Representation and Mediation of Religion in Social Studies Classrooms and Textbooks”

YangYang Yu, PhD, 2018. Dissertation: “The Teaching and Learning of Culture in an English as a Foreign Language Classroom in China”

Hee-Jeong Oh, PhD, 2018. Dissertation: “South Korean Families’ Investment in Learning English: A Qualitative Study”

*In process*

Mahmoud Altalouli, PhD Dissertation: “The Academic Reading Experiences and Practices of Graduate Students Using English as an Additional Language” (to be defended winter 2020)

Cigdem Fidan, PhD Dissertation: “English as a Foreign Language Education Policy for Deaf Students in Turkey:A Linguistic Human Rights Analysis” (to be defended winter 2020)

Maggie Cousin, EdD Dissertation: “International Research Collaborations from the Faculty Perspective: A Qualitative Study” (to be defended spring 2020)

**DISSERTATION COMMITTEE MEMBER** (Warner School unless noted)

Yu-Jung Han, PhD, Extramural English in ELL classrooms: Intersecting spaces for interest-centered English learning”

Jacob Nacheman, PhD candidate, “The Mentorship Alliance: An evaluation of key factors in the helping relationships of adolescents and their mentors,” New School for Social Research, New York. (Collecting data)

Cheryl Sheridan, PhD, 2017, “English medium ‘national’ journals and the politics of citation indexes beyond the Anglophone center of global academic publishing: A qualitative study of 14 multilingual scholars and their publishing decisions in Taiwan,” Indiana University of Pennsylvania

Eileen Radigan, PhD, 2015, “Shifting Contexts: Understanding the Philosophies and Practices of Novice Secondary Inclusion Teachers”

**CONSULTANCIES**

Medical Humanities master’s program, University of Rochester Medical School 7-8/17

 Designed writing course for the program.

University of Rochester School of Nursing. Consulting on writing across 9/11-5/12

 the curriculum in master’s Leadership Program

Center for Foreign Language Teaching, National Autonomous University 10/06-3/07

 of Mexico. Consulted on-line course in writing for publication.

Institute for Educational Technology, Open University, UK 10/01-10/02

Evaluated and revised academic literacy website for MA students.

Research School, Open University, UK 10/01-5/03

 Taught academic writing workshops to students from across the disciplines.

**PROFESSIONAL SERVICE**

**Book series editor**

Curry, M.J., & Lillis, T., co-editors, Studies in Knowledge Production and 03/15-

 Participation, Multilingual Matters, UK.

**Associate co-editor,** Brief Research Reports section, *TESOL Quarterly* 2015-2020

**Guest article editor**

*Research in the Teaching of English* 2013-2014

*TESOL Quarterly* 2017, 2018

**Editorial Board Member**

*Linguistics and Education* 2015-

*Research in the Teaching of English* 2012-

*TESOL Quarterly* 2007-2010, 2014-2018

*Journal of English for Research Publication Purposes* 2018-

*Journal of Language Teaching and Learning* 2011-

*Journal of Adolescent and Adult Literacy* 2005-2014

Language Studies, Science, and Engineering. Series Editors: David I. Hanauer 2010-

and Mike Ford. Amsterdam: John Benjamins Publishing

University of Rochester Press Advisory Board 2011-

**Article Reviewer**

*Applied Linguistics,* *Arts & Humanities in Higher Education,* *Asia Pacific Journal of Education, CBE—Life Sciences Education*, *Community College Review,* *Compare,* *Culture and Organization,* *Critical Multilingual Studies*, *Diaspora, Indigenous, and Minority Education, English for Specific Purposes, Gender and Education, Higher Education, Ibérica, International Journal of Applied Linguistics, Journal of Applied Linguistics, Journal of Baltic Studies, Journal of English for Academic Purposes, Journal of Learning Development in Higher Education, Journal of Multilingual and Multicultural Development, Journal of Second Language Writing, Language Learning, Learning and Instruction, Literacy in Composition Studies, Pedagogies, Pedagogy, Research in the Teaching of English,* *Scientific Studies of Literature, Studies in Continuing Education,* *Teaching Education, Written Communication*

**Book Proposal/Manuscript Reviewer**

Cambridge University Press, Continuum Publishers, Heinemann/Boynton/Cook, John Benjamins, Multilingual Matters, Routledge, Palgrave Macmillan, Taylor & Francis,

University of Michigan Press

**Research/Grant Proposal Reviewer**

Chalmers University of Technology, Malmo, Sweden

Canadian Social Sciences Research Council

Hong Kong Research Council

*Language Learning* Journal Small Grants Program

**Other Professional Service**

External PhD examiner, University of New South Wales; Queensland 2011, 2014,

 University of Technology, Australia; University of Cape Town, 2015

 South Africa; University of Toronto (OISE), University of Western

 Sydney, Australia

External tenure reviewer: University of Arizona, University of Maryland,

 George Mason University

Co-convener, Academic Publishing and Presenting Research Network, 2012-2014

 International Association of Applied Linguistics (AILA): organize 2014-2017

 ReN symposia, maintain ReN listserv 2017-2020

Member, National Screening Committee, Fulbright U.S. Student Programs 2010-2012

Coordinator, Reading/Writing/Literacy Strand, AAAL 2018 Conference 2017

Coordinator, Text/Discourse Strand, AAAL 2011 Conference 2010

Reviewer, *The* *Encyclopedia of Applied Linguistics* 2010

Board member, Coordinating Committee on ESOL Resources, Rochester 2009-2011

Reviewer, AERA, AAAL, TESOL, SSLW conferences 2003-

Communications coordinator, 2005 AILA/AAAL conference, Madison, WI 2003-2005

Member, editorial board, MATSOL *Currents*, Boston 1995-1996

**University of Rochester Service**

Warner Dean Search Committee Member 2019-2020

Faculty Diversity Officer, Warner School 2019-

Member at large, University Committee on Tenure and Privileges 2018-2020

Faculty Senate representative, Board of Trustees Facilities Committee 2018-2019

Co-chair, Faculty Senate 2016-2018

Faculty Representative, Public Safety Review Board 2016-2017

Faculty Senate Executive Committee Member 2015-2019

Faculty Senator 2014-2020

Academic Program Committee, Warner School 2015-2018

Chair, Admissions and Financial Aid Committee, Warner School Fall 2006; 2010-2013

Doctoral Conference Presentation Awards Committee Fall 2011

Dean’s Reappointment Committee, Warner School 2010-2011

English Education Faculty Search Committee 2008, 2010

University Standing Committee on ESOL 2010-

University Mentoring Committee 2009-2010

TESOL/FL Clinical Faculty Search Committee 2009, 2013, 2015

Founding director, Writing Support Services, Warner School 2004-

**Other University Service**

Contract Research Staff representative, Research Board, Open University 2001-2003

Member, Research Committee, Faculty of Education and Language Studies, OU 2001

Organizer, co-president, negotiating team member, Teaching Assistants 1997-2000

 Association, AFT University of Wisconsin-Madison

**Community Service**

Critical Friend (for ninth grade graduates), Horizons Program 2018-

Volunteer, Rochester Area Interfaith Hospitality Network 2017-

Instructor, Immigration as a Moral Issue course, First Unitarian Church 2012

Advisory board member, Rochester International Academy, RCSD 2011-

Co-chair, Honduras Project, First Unitarian Church, Rochester 2007-2013

Youth Support Task Force, Rochester Children’s Zone project 2006-2007

Classroom volunteer, Children’s School of Rochester (School #15) 2003-2004

# MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Association of Applied Linguistics

American Education Research Association

Consortium on Graduate Student Communication

European Association of Teachers of Academic Writing

Latin American Association of Academic Writing

National Council of Teachers of English: CCCC

Teachers of English to Speakers of Other Languages (TESOL)

Writing Development in Higher Education (UK)

**PUBLISHING INDUSTRY WORK**

**Assistant Editor** and **Circulation Manager.** *Journal of Urban and Cultural*10/91‑5/93

 *Studies,* University of Massachusetts/Boston

**Permissions Editor.** Houghton Mifflin Co., Boston, MA 10/89‑1/92

**Project Editor.** Unitarian Universalist Association, Boston, MA 12/86‑10/89

**Assistant Editor.** *Radcliffe Quarterly*, Harvard University, Cambridge, MA 10/84‑12/86

**Editorial Assistant** and **Circulation Manager.** *The Philosophical Review,* 7/83‑8/84

 Cornell University, Ithaca, NY

**LANGUAGES**

Advanced proficiency in Spanish and French; beginning German