

# BENJAMIN MILLER

## CURRICULUM VITAE AS OF 2023-03-21

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### CURRENT APPOINTMENT

University of Pittsburgh, Pittsburgh, PA

Assistant Professor of English

2015–present

Research interests: composition, rhetoric, writing studies, distant reading, data visualization, disciplinarity, digital research and pedagogy, writing about writing, mentoring

### EDUCATION

Graduate Center of the City University of New York (CUNY), New York, NY:

Ph.D. in English

2015

Dissertation: *The Making of Knowledge-Makers in Composition: A Distant Reading of Dissertations*.

Committee: Sondra Perl (Chair), George Otte, Mark McBeth.

M.Phil. in English, with distinction on the second exam (orals)

2012

Certificate in Interactive Technology and Pedagogy

2012

Columbia University, School of the Arts, New York, NY:

M.F.A. in Poetry

2007

Harvard University, Cambridge, MA:

2002

A.B. *cum laude* in Near Eastern Languages & Civilizations.

### PUBLICATIONS and MANUSCRIPTS

#### Composition and Rhetoric

#### Peer-Reviewed

Miller, Benjamin. *Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations*. Utah State University Press, forthcoming November 2022 as part of the Writing Research, Pedagogy, and Policy Book Series.

This book maps out the wide range of methods and topics that have rendered Rhetoric/Composition/Writing Studies (RCWS) difficult to define as a discipline, both in terms of an internal core and in terms of separation from “adjacent fields” like English, education, and communication. The data for the book consists of the full text and abstracts for 3,647 dissertations completed in 2001–2015 at 296 schools, of which 1,684 dissertations are from 85 programs in the Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC). I find that what most distinguishes RCWS research isn’t an emphasis on pedagogy, collaboration, or rhetoric (as is sometimes assumed),

but rather a “move to the meta”: a tendency to shift attention from individual writers to structural forces and systems, or from the things studied to the ways we study things. Within the field, I test assertions made with limited or anecdotal evidence, such as two common complaints that the field is overly beholden to classroom teaching—or too removed from it. On that particular question, my data suggests that neither claim is true, with both theory and practical applications represented in roughly equal proportions, and with both widespread across graduate writing in the field. At the same time, I demonstrate that dialectical, humanistic methods are used considerably more often than replicable, aggregable, data-driven methods.

Noting that a resistance to scalable sources of evidence contributes to the sustained uncertainty (and resulting anxiety) around disciplinary status, I model the ways large-scale data analysis can clarify relationships among topics, methods, and schools, making the discipline’s variety easier to navigate. The book develops a broad cross-institutional context of where RCWS doctoral research has been, so that researchers, thesis committees, and curriculum-planners can make more informed local decisions about where their research should go next.

Miller, Benjamin. “The Pleasurable Difficulty of Programming.” In *Methods and Methodologies for Research in Digital Writing and Rhetoric*, eds. Crystal Van Kooten and Victor Del Hierro, forthcoming from the Practices & Possibilities series of WAC Clearinghouse.

Miller, Benjamin. “What’s the Diff? Version Control and Revision Reflections.” Accepted for inclusion in *Writing Spaces* Vol 5, eds. Dana Driscoll, Mary Stewart, and Matt Vetter, with target publication in 2022.

Licastro, Amanda, and Benjamin M. Miller, eds. *Composition and Big Data*. U of Pittsburgh Press, 2021. <https://upittpress.org/books/9780822946748/>

In a data-driven world, anything can be data. It is increasingly possible to examine thousands of documents and peer-review comments, labor-hours, and citation networks in composition courses and beyond. As the techniques and scale of data analysis advance, the need for a response from rhetoric and composition grows ever more pronounced. *Composition and Big Data* brings together a range of scholars, teachers, and administrators already working with big-data methods and datasets to kickstart a collective reckoning with the role that algorithmic and computational approaches can, or should, play in research and teaching in the field. Their work takes place in various contexts, including programmatic assessment, first-year pedagogy, stylistics, and learning transfer across the curriculum. From ethical reflections to database design, from corpus linguistics to quantitative autoethnography, these chapters implement and interpret the drive toward data in diverse ways.

- Miller, Benjamin, Amanda Licastro, and Jill Belli. "The Roots of an Academic Genealogy: Composing the Writing Studies Tree." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 20.2 (2016): n. pag. 4 Feb. 2016.  
<<http://kairos.technorhetoric.net/20.2/topoi/miller-et-al/>>.
- Miller, Benjamin. "Mapping the Methods of Composition/Rhetoric Dissertations: 'A Landscape Plotted and Pieced.'" *College Composition and Communication* 66.1 (September 2014): 145–176.
- Miller, Benjamin. "A Link to the Writing Process: Metaphor, Writer's Block, and *The Legend of Zelda*." *Rhetoric/Composition/Play: How Electronic Games Mediate Composition Theory and Practice (and Vice Versa)*. ed. Matthew S. S. Johnson, Richard Colby, Rebecca Schultz Colby. New York: Palgrave Macmillan, 2012. 99–111.

### Solicited

- Miller, Benjamin. "When the Family Tree Metaphor Breaks Down, What Grows?" *Composition Studies* 49.1 (2021): 152–155.
- Miller, Benjamin, Amanda Licastro, and Jill Belli. "Crowdsourcing Disciplinary Data: The Process of Building the Writing Studies Tree." Post solicited for the Gayle Morris Sweetland Digital Rhetoric Collaborative blog carnival on "Dealing with Data Digitally." November 27, 2013.  
<http://www.digitalrhetoriccollaborative.org/2013/11/27/crowdsourcing-disciplinary-data-the-process-of-building-the-writing-studies-tree/>.

### Videos and podcast appearances

- Miller, Benjamin. "Metadata Heatmaps for Distant Reading." 10-minute video presentation for *The Digital Humanities Literacy Guidebook*. June 25, 2019.  
<https://cmu-lib.github.io/dhlg/project-videos/miller/>.
- The Big Rhetorical Podcast, Episode 91: "Drs. Amanda Licastro & Benjamin M. Miller." 1-hour 14-minute interview with host Charles Woods, centering on *Composition and Big Data*. <https://bit.ly/3GzHVBg/>.

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### Poetry Collections

- Miller, Benjamin. *Without Compass*. Four Way Books (New York, NY): April 2014.  
Full-length poetry collection.  
Previously a semi-finalist for Tupelo Press First/Second Book Award, 2011,  
and finalist for the Four Way Books Intro Prize in Poetry, 2008.
- Without Compass* (unpublished chapbook).  
Finalist for the Robert Watson Poetry Award, 2008.

## Selected Poems

- Miller, Benjamin. "Field Glass." *Pleiades: A Journal of New Writing*, Volume 30, Issue 1 (Feb 2010): 50.
- Miller, Benjamin. "Reasons I No Longer Date." *RHINO: The Poetry Forum*, Issue 9 (Jun 2009): 65.
- Miller, Benjamin. "Field Glass (Communion)." *The Greensboro Review*, Number 83 (Mar 2008): 87.
- Miller, Benjamin. "In the Wake of Avoidable Tragedy." *The Greensboro Review*, Number 81 (Mar 2007): 3.
- Miller, Benjamin. "Accidents Or." *Small Spiral Notebook*. Volume 3, Issue 1 (Mar 2006): 91.
- Miller, Benjamin. "Terminal." *Small Spiral Notebook*. Volume 3, Issue 1 (Mar 2006): 92.

## DIGITAL PROJECTS

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|---|---------------------|
| <p><b>Writing Studies Tree</b></p> <p><a href="http://writingstudiestree.org">http://writingstudiestree.org</a>. Founder and primary site developer for open-access, crowdsourced database of scholarly relationships within writing studies, composition/rhetoric and related academic fields.</p>   | <p>2011–present</p> |
| <p><b>Dissertation Research Code Repository</b></p> <p><a href="http://github.com/benmiller314/Dissertation-Research">http://github.com/benmiller314/Dissertation-Research</a>. Public repository of finished and in-progress programs for analysis and visualization of doctoral dissertation metadata, primarily written for the R statistical programming environment.</p> | <p>2013–present</p> |

## GRANTS and AWARDS

- |   | <i>Research Grants</i> |
|---|------------------------|
| <p><b>Year of Data and Society</b></p> <p>University of Pittsburgh. \$7,254.</p> <p><i>Redressing Whiteness in a Crowdsourced Space: Networks of Support in Writing Studies</i>.</p>  | <p>2022</p>            |
| <p><b>CCCC Emergent Research(er) Award</b></p> <p>Conference on College Composition and Communication. \$9,639.</p> <p><i>Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations</i>.</p>  | <p>2017</p>            |
| <p><b>Special Initiative to Promote Scholarship in the Humanities and Creative Arts</b></p> <p>University of Pittsburgh, Provost's Office of Research. \$5,242.</p> <p><i>Computational Approaches to Textual Networks</i>.</p> <p>Co-Principal Investigator; with Annette Vee, Alison Langmead, and Matthew Lavin.</p> | <p>2016</p>            |
| <p><b>Provost's Digital Innovation Grant</b></p> <p>The Graduate Center, CUNY. \$4,000.</p>   | <p>2014</p>            |

*The Writing Studies Tree: An Academic Genealogy.*

Principal Investigator; with Amanda Licastro.

**Provost's Digital Innovation Grant** 2013

The Graduate Center, CUNY. \$8,000.

*The Writing Studies Tree: An Academic Genealogy.*

Principal Investigator; with Amanda Licastro and Jill Belli.

**Provost's Digital Innovation Grant** 2012

The Graduate Center, CUNY. \$2,000.

*The Writing Studies Tree.*

Principal Investigator; with Jill Belli and Amanda Licastro.

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***Awards and Fellowships***

**Kairos Service Award** 2015

*Kairos: A Journal of Rhetoric, Technology, and Pedagogy.*

Rewarding “activities that promote excellent computers and writing pedagogy, theory, and community building.” With Amanda Licastro and Jill Belli, for the Writing Studies Tree.

**Lynn Kadison Dissertation Year Fellowship** 2013

The Graduate Center, CUNY.

Rewarding excellent scholarship and dedicated service to the English Program.

**CCCC Chairs' Memorial Scholarship** 2012

Conference on College Composition and Communication.

Competitive award; four graduate students per year.

**WPA-GO Student Travel Grant** 2011

Writing Program Administrators Graduate Organization.

Competitive award; four graduate students per year.

**Enhanced Chancellor's Fellowship** 2007–2012

The Graduate Center, CUNY.

**TEACHING and PEDAGOGICAL CONSULTING**

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***University of Pittsburgh, Pittsburgh, PA***

**English Department, Composition Program** 2015–present

*Assistant Professor:* Tenure-stream faculty focusing on digital research and pedagogy, working with undergraduate and graduate students.

## Courses Taught:

ENGCOMP 0521: **Writing with Data** (Fall 2020, Fall 2021, Fall 2022). The course is ultimately concerned with the stories we tell with and about data: why and how we appeal to quantification, categorization, aggregation, and visualization in making arguments or unfolding narratives. After an introductory unit exploring what gets called “data” and what is collected, or not, and whom such choices serve, students complete a series of cumulative assignments toward an overall data-supported argument: locating and describing the history of a relevant dataset; hands-on coding labs in the R statistical environment for data cleaning, filtering, analysis, and visualization; designing and evaluating data presentation affordances across alternate possibilities with both words and images; and refining the presentation in the context of a larger academic or journalistic genre, toward a particular public audience. Class size: 19 students.

ENGLIT 2187: **Data and Discipline** (Fall 2022). A graduate-level course interrogating the idea of discipline through gathering and visualization of metadata around academic writing, publishing, and teaching. We spend the first part of the course unpacking each of the terms in the course title through the lens of the other: e.g. What does it mean to “join a discipline,” and what methods or evidence can we marshal to find out? What does a disciplined approach to data-gathering or analysis look like in a humanistic context? In addition to discussing readings drawn from Rhetoric/Composition/Writing Studies and Digital Humanities, students work through data labs (using RStudio, Voyant Tools, and Gephi) and writing studios to develop the skills to translate questions into data-supported analyses and programmed outputs into arguments. Class size: 6–10 students.

ENGCOMP 0610: **Composing Digital Media** (Fall 2017, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Spring 2022, Spring 2023). Through hands-on practice and reflection, this course prepares students to learn new digital tools for multimodal composition and collaboration. Students work in open-source platforms through units on soundwriting and aural narrative; visual argument and design; web design, content markup, and stylesheets; and collaborative project management from pitch to proposal to product. Creative studio work and peer review is supported throughout the semester by considerations of media theory and ethical use of source materials. Git and GitHub are encouraged for version control, for file management and backup, and for reflections on process. Class size: 19 students.

ENGLIT 2525: **Composition Studies: Thresholds and Concepts** (Spring 2017, Spring 2020). A graduate-level introduction to Rhetoric/Composition/Writing Studies as an academic discipline, with the goal of helping students locate themselves in relation to the field. Built around a recent compilation of the field’s threshold concepts, the course surveys both established scholarship that led to general acceptance of such “troublesome knowledge” within the field, and related recent research. Students extend these readings outward through small contextualizing research projects, then revise one such project into a more sustained inquiry. Class size: 8–10 students.

ENGCOMP 1510: **Writing with Style** (Spring 2016, Fall 2016, Fall 2019).

Through a focus on the moving parts of the sentence – where and why to expand or contract, to elaborate in place or to accumulate in series – students in this course learn to build coherence and shift emphasis in their writing. Exercises in imitation and variation, derived in part from readings by acclaimed prose stylists, alternate with more extended writing and revision to allow sentence-level insights to scale up to paragraphs, sections, and beyond. Class size: 19 students.

ENGLIT 2500: **Seminar in Pedagogy** (Spring 2018, Spring 2019). This graduate course encourages first-year teaching assistants and teaching fellows from across the English PhD and MFA programs to develop strategies for teaching, to reflect on those strategies, and to consider the larger social, historical, and institutional contexts that shape their teaching. My sections, team taught with Elizabeth Rodriguez Fielder, structure class time into blocks of 50 and 75 minutes in order to model lesson plans the students can adapt for their own teaching on a 3-day or 2-day weekly schedule. Throughout the semester, students compose, peer-review, and revise materials toward a teaching portfolio in their own subfields. Class size: 15–17 students.

ENGCOMP 0207: **Seminar in Composition: Education** (Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2021, Spring 2022, Spring 2023); ENGCOMP 0200: **Seminar in Composition** (Fall 2017). Like other Seminars in Composition, this introductory course offers students opportunities to improve as writers by developing their understanding of how they and others use writing to interpret and share experience, affect behavior, and position themselves in the world. This section takes a writing-about-writing approach, centering course reading, discussion, and compositions around scholarship on the learning of writing in schools. Class size: 19 students.

### Graduate Student Mentoring (current):

Celena Todora, “Liberatory Pedagogy in Anti-Liberatory Spaces: Rhetorics of Freedom in Prison Education.”

Dissertation committee member, 2020–present. Projects/comps committee, 2019–2020; coursework advisor 2017–2019.

Elise Silva, “Research Writing, Source Evaluation, Post-Truth, and Social Justice.”

Dissertation committee member, 2021–present. Projects/comps committee, 2020–2021.

Taylor Waits, “The Rhetorical Impact of Student Digital Story Telling.”

Chair of Projects/comps committee, 2021–2022. Member of dissertation committee, 2022–present.

Addison Eldin, “The Role of Computers and Computation in the Humanities.”

Dissertation committee member, 2022–present.

**Graduate Student Mentoring (past):**

Nic Marsellas, PhD 2021. *Care and Rigor in Higher Education*.

Chair of dissertation committee, 2018–2021; co-chair of committee for projects / comprehensive exams, titled “Practically Queer,” with Jules Gill-Peterson, 2017–2018.

*Placement:* Lecturer, University of New Haven, Westhaven, CT.

Jane Rohrer, MA 2021. “Pedagogies of Disability and Access, in Post-Secondary and Secondary School Settings.”

MA thesis advisor, 2021.

S.L. Nelson, PhD 2020. *Computers Can’t Get Wet: Queer Slippage and Play in the Rhetoric of Computational Structures*.

Dissertation committee, 2018–2020.

*Placement:* Research Fellow (Media, Arts and Humanities), University of Sussex, Brighton, UK.

Ruihe Teo, MFA 2020, nonfiction. *What I Hear Is The Murmur*.

MFA nonfiction thesis committee member, 2020–present.

Alison McIntosh, MA 2020. “Mythbusting and the College Writing Classroom: How FYC Instructors Can Respond to the Common Core State Standards.”

MA thesis advisor, 2018–2019; coursework advisor, 2017–18.

Andrew Thurman, MFA 2019, nonfiction. *Curator*.

Thesis committee member, 2018–2019.

Kyle Winkler, PhD 2018. *Resemble Assemble Reply; or Reading among Misfit Tropes in Student Writing*.

Dissertation committee member, 2017–2018; Projects/comps committee, 2016–2017.

*Placement:* Assistant Professor, Kent State University–Tuscarawas, New Philadelphia, OH.

S.L. Nelson and Andrew Thurman, “Distant Readings of Disciplinarity: Knowing and Doing in Composition / Rhetoric Dissertations.”

(graduate student researchers for CCCC Emergent Research/er Award, summer 2017)

Daniel Libertz, “Computational Approaches to Textual Networks.” (graduate student researcher for Special Initiative in the Humanities grant, summer 2016)



### Undergraduate Student Mentoring:

An Nguyen, Digital Narrative and Interactive Design capstone independent project, Spring 2022

Lucas Grasha, “The Hand We Are Dealt: A Poetic Guide to What Playing Cards Tell Us”  
Archival Scholar Research Award program, spring 2017; Atlantic Coast Conference Academic Consortium Fellows Program in Creativity and Innovation, summer 2017; poster presentation at the ACC Meeting of the Minds conference, one of only six undergraduates selected to represent Pitt

Yuanton (Rachel) Li, “What Do You Do With a PhD in Writing?”  
First Experiences in Research program, Spring 2019

Janetta Brundage and Michelle Hillock, “What Do You Do With a PhD in Writing?”  
First Experiences in Research program, Spring 2018

Alyssa Hernandez and Emma Wolinsky, “What Do You Do With a PhD in Writing?”  
First Experiences in Research program, Spring 2017 (AH only: independent study, Summer 2017)

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### *City University of New York (CUNY), New York, NY*

<b>Macaulay Honors College / Baruch College, Lehman College</b>	2012–2015
<i>Instructional Technology Fellow:</i> Consultant in teaching and learning with interactive technology, working with students and faculty in seminars on the arts, sciences, social history, and public policy of New York City.	
<b>Lehman College</b>	2011–2012
<i>CUNY Writing Fellow:</i> Consultant in Writing Across the Curriculum (WAC), working with faculty in Biology and Theatre on writing-to-learn and scaffolded assignment design.	
<b>Hunter College</b>	2008–2011
<i>Graduate Teaching Fellow:</i> Instructor of record for First-Year Composition (English 120) and Theory and Practice of Expository Writing (English 301).	
<b>CUNY Graduate Center</b>	2009–2012
Co-led twice-annual day-long writing pedagogy workshop for new and returning teaching fellows and adjuncts in the English PhD program.	
Co-led twice-annual day-long pedagogy workshop for MAGNET fellows teaching across the curriculum.	

Columbia University, New York, NY

<b>Academic Success Summer Bridge Program</b>	2005–2010
<i>Instructor:</i> Introduction to University Writing; Basic Writing. Students were entering freshmen in the School of Engineering and Applied Sciences, sponsored through the Higher Education Opportunities Program (HEOP) and National Opportunities Program (NOP).	
<b>Summer Program for High School Students</b>	2004–2008
<i>Instructor:</i> Poetry Master Class, Workshop in Prose/Poetry/Playwriting, Seminar in Prose/Poetry/Playwriting.	
<b>University Writing Program</b>	
<i>Instructor:</i> University Writing (first-year composition)	2004–2007
<i>Writing Center Consultant</i>	2007
<i>Mentor</i> (Peer consultant for instructors)	2005–2006

## PRESENTATIONS

Conference Presentations

- “Ethics, Equity, and Big Data in Composition: Openings” (chair/moderator).  
Conference on College Composition and Communication (CCCC). *Scheduled for Chicago, IL; moved online due to COVID-19.* March 11, 2022.
- “A Plot is Not a Single Point: Understanding Variation through Visualization”; part of  
“Dataviz in Writing Studies, Part 1: Feminism, Privacy, Ethics, Literacy, and Accessibility.” Computers and Writing (C&W). Greenville, NC. *Accepted for 2020; conference cancelled due to COVID-19.*
- “Modeling Disciplinarity in Dissertations.” CCCC. Milwaukee, WI. *Accepted for 2020; conference cancelled due to COVID-19.*
- “Big Data and Composition: Multiscopic Reflections” (chair/moderator). C&W. East Lansing, MI. June 21, 2019.
- “Performing Commitment When the Ground Keeps Shifting: Doctoral Research in Composition/Rhetoric.” CCCC. Pittsburgh, PA. March 15, 2019.
- “Data’s Promises: A Personal History with Coding, Raising Questions About the Future”; part of a panel on “Writing Studies and Data,” sponsored by RCWS History and Theory of Composition. Modern Language Association (MLA). New York, NY. January 6, 2018.
- “Deepening our Disciplinary Understanding: The Writing Studies Tree as ‘Purposeful Cultivation.’” CCCC. Portland, OR. March 16, 2017.
- “Topic Modeling Communities of Discourse in Doctoral Dissertations.” Keystone Digital Humanities Conference. Pittsburgh, PA. June 9, 2016.

- “Topic Modeling Communities of Discourse in Doctoral Dissertations.” C&W. Rochester, NY. May 21, 2016.
- “Climbing the Writing Studies Tree: Profiles of Mentorship.” CCCC. Houston, TX. April 8, 2016.
- “Writing is a \_\_\_\_\_ Subject: Topic-Modeling Dissertations in Composition/Rhetoric.” CCCC. Tampa, FL. March 19, 2015.
- “Scaling Up Responsivity: Three Models for Producing, Circulating, and Interpreting Writing Studies Knowledge.” Thomas R. Watson Conference. Louisville, KY. October 16, 2014.
- “Privacy and Provided Datasets: Making Fair Use of Academic Metadata.” CCCC. Indianapolis, IN. March 20, 2014.
- “Digital Humanities from the Ground Up.” MLA. Chicago, IL. January 11, 2014.
- “The Writing Studies Tree: Coding Composition Genealogies.” C&W. Frostburg, MD. June 7, 2013.
- “Disciplinary Data on Display: Visualizing Keywords in CompPile, Dissertations, and the Writing Studies Tree.” CCCC, Las Vegas, NV. March 15, 2013.
- “Composing Genealogies: A Family Tree of Writing Studies” (co-chair and speaker; **Featured Session**). CCCC, St. Louis, MO. March 21, 2012.
- “A Link to the Writing Process: Metaphor, Writer's Block, and The Legend of Zelda.” CCCC, St. Louis, MO. March 21–24, 2012.
- “Bards of Bureaucracy: A Perfunctory Poetry Workshop.” Council of Writing Program Administrators (CWPA), Baton Rouge, LA. July 16, 2011.
- “Working Outside the Framework: Bottom-Up Training for Future WPAs.” CWPA, Baton Rouge, LA. July 15, 2011.
- “Prose Poetics: Rereading and Rewriting for Pleasure.” CCCC, Atlanta, GA. April 8, 2011.
- “The IRB and Cultures of Fear.” CWPA, Philadelphia, PA. July 16, 2010.
- “Communities and Conflicts: A Case Study of Competing Interests in Portfolio Grading.” CWPA, Tempe, AZ. July 14, 2007.

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*Poster Presentations*

- “Topics and Terms: Differential Vocabularies in Composition/Rhetoric Doctoral Dissertations.” Association for Computers and the Humanities (ACH). Pittsburgh, PA. July 24, 2019.
- Yuantong Li and Benjamin Miller (advisor). “Charting Rhetoric and Composition Careers: Who, What, Where, When.” Office of Undergraduate Research (OUR) Celebration of Research. University of Pittsburgh. April 10, 2019.

Janetta Brundage, Michelle Hillock, and Benjamin Miller (advisor). “Charting Rhetoric and Composition Careers: Who, What, Where, When.” OUR Celebration of Research. University of Pittsburgh. April 11, 2018.

Emma Wolinsky, Alyssa Hernandez, and Benjamin Miller (advisor). “What Do You Do With a PhD in Writing?” OUR Celebration of Research. University of Pittsburgh. April 20, 2017.

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*Invited Talks and Workshops*

“Distant Readings of Disciplinary Data: A Work in Progress Presentation.” 60-minute presentation of research and discussion session for the English Department, University of Pittsburgh. September 22, 2022.

“Lessons that Loop: Building in Time to Build on What Works.” 60-minute guest workshop for Introduction to Composition Pedagogy, August 20, 2019.

“Building on What’s Worked: Supporting Student Work from Day One.” 90-minute guest workshop for Introduction to Composition Pedagogy, August 24, 2018.

“Lessening Lesson Anxiety.” 90-minute guest workshop for Introduction to Composition Pedagogy, August 22, 2017.

“Lessening Lesson Anxiety.” 60-minute guest workshop for Seminar in Pedagogy, February 2, 2017.

“Teaching with Wordpress: Flexibility, Collaboration, and Transfer.” English Department Digital Brown Bag, University of Pittsburgh. October 26, 2015.

“Beyond Elevator Stories: Scaling Up Our Knowledge of Comp/Rhet Dissertations.” Doctoral Consortium in Rhetoric and Composition, CCCC, March 18, 2015.

“Distant Reading of Dissertations.” Guest lecture for LIS 3600: Seminar in Information Systems & Technology (“The Digital and the Humanities”), November 12, 2015.

“Zotero: Snapshots from the Bibliographic Trail.” Skills Workshop. Certificate Program in Interactive Technology and Pedagogy, CUNY Graduate Center. May 5, 2010; November 16, 2010; November 9, 2011; November 15, 2012.

“Using Typewith.me for Collaboration and Writing Process Research.” with Riana Kitasova. Tech Thursdays Speaker Series, Hunter College Office of Instructional Computing and Information Technology. October 6, 2011.

“Tags, Annotations, and Research Questions: Wikis in First-Year Composition.” Tech Thursdays Speaker Series, Hunter College Office of Instructional Computing and Information Technology. October 14, 2010.

## PROFESSIONAL SERVICE

### **Journal of Interactive Technology and Pedagogy (JITP)**

Founding member of the Editorial Collective	2011–present
Governance and Oversight Committee	2015–2018
Website Committee	2016–present
Staging Committee	2018–present
Style and Structure Committee	2013–present
Copyediting Committee	2013–2019, 2021–2022
Lead Editor for Issue 2, with Joseph Ugoretz	2012
Lead Editor for Issue 22, with Courtney Dalton and Michael Rifino	2022–2023

### **Writing About Writing (WAW) Standing Group of CCCC**

Co-Coordinator	2017–2020
Steering Committee, Web Resources Team	2015–2017
Steering Committee At-Large Member	2014–2015

### **Creative Writing Special Interest Group (CWSIG) of CCCC**

Co-Chair	2012–2017
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### **Writing Program Administrators Metropolitan Area Affiliate (WPA-Metro)**

Founding Secretary.	2011–2015
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### *University of Pittsburgh, Pittsburgh, PA*

#### **English Department**

Diversity Committee	2022–present
Digital Narrative and Interactive Design Curriculum Committee	2019–present
Composition Assessment	Spring 2022
Graduate Admissions Committee	2017–2019
Planning and Budget Committee	2017–2018
Digital Humanities Committee	2015–2017
Graduate Placement Committee (Chair, Spring 2017)	2015–2017
Composition Curriculum Committee	2016–2017
Search committee: Crow Chair in Writing	2018–2019
Search committee: African-American Rhetoric and Public Writing	2017–2018
Search committee: Public and Professional Writing / Science Writing	2016–2017
Search committee: Digital Literary Studies	2015–2016
Search committee: Digital Storytelling	2015–2016

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### *City University of New York (CUNY), New York, NY*

#### **CUNY Graduate Center**

Student Elections Review Committee	2014–2015
Research Committee	2011–2013
Information Technology committee, student alternate	2010–2013
Interactive Technology and Pedagogy Advisory Council	2010–2012

**Graduate Center Composition and Rhetoric Community**

Co-chair Emeritus	2011–2012
Chartering Co-chair	2009–2011

**Doctoral Students' Council**

At-Large Steering Officer for Governance and Membership	2013
Constitution & Bylaws committee	2010–2013
Student Technology Fee committee, alternate	2011–2013
Student Technology Fee committee	2009–2011
Grants Committee, alternate	2010–2011
Cultural Affairs Grants Committee	2009–2010
Professional Development Grants Committee	2009–2010

**English Students Association**

Admissions committee, elected student member	2011–2012, 2014–2015
Curriculum committee, elected student member	2010–2011
Elections committee, elected student member	2010–2011
Website committee, elected student member	2009–2010

**PROFESSIONAL MEMBERSHIPS**

Association for Computers and the Humanities (ACH)  
Computers and Writing (C&W)  
Conference on College Composition and Communication (CCCC)  
Council of Writing Program Administrators (CWPA)  
Digital Humanities Research Exchange (DHRX)  
Modern Language Association (MLA)  
National Council of Teachers of English (NCTE)