Elizabeth Davis

MAJOR ACCOMPLISHMENTS

My role as the Coordinator of the undergraduate interdisciplinary Writing Certificate Program requires me to survey the writing landscape at the University of Georgia and to work with a wide variety of stakeholders to make writing an integral part of the academic experience. In my work, I serve many roles: writing program administrator, faculty development specialist, instructor and mentor of undergraduate students, and liaison between various programs and administrators. I have built the WCP from a plan on paper to a thriving program that maintains a steady enrollment of high-achieving students, and I work with faculty from all over campus who are invested in the goal of improving student writing. I believe that writing is the key to success in all areas of life and work in the 21st century and that a writing intensive approach to teaching and learning develops intellectual curiosity and engagement, critical thinking, and metacognition. I have worked to bring together students and faculty around our shared interest in high-level research, teaching, and service in a way that places writing at the center of everything we do.

In developing and directing the WCP from its inception in 2008-2009, I have attracted students to the program from a wide range of fields and majors. The first group of students graduated with the certificate in Spring 2010 and a total 50 students have successfully completed the program of coursework and submitted their capstone portfolios in fulfillment of program requirements. The program has highlighted the diversity of writing pedagogy and activities that occur on campus, and shown that attention to writing gives students the chance to thrive academically. Students from the program have been successful in moving into graduate study in fields like English, sociology, law, and molecular biology and into careers that draw on their writing skills.

In teaching many of the English Department's rhetoric and composition course offerings, I have the opportunity to serve as instructor, as well as supervisor, for many certificate students. For them and for all the students who take my courses, my goal is to build the critical thinking skills that are foundational to effective writing. I work to engage students in figuring out how to respond to each unique rhetorical situation and its concomitant challenges with regard to audience, genre, and media. I also provide students with authentic learning experiences, such as service-learning projects, in which they engage with readers and join conversations. My students have produced excellent scholarship, award-winning digital texts, publications for community partners, and blogs that have drawn followings.

I have worked with the directors of the two largest writing programs at UGA, the First-Year Composition Program and the Franklin College Writing Intensive Program, to develop and maintain a cohesive philosophy of writing pedagogy that posits writing as a process of learning. My work with faculty makes this philosophy central and connects the teaching of writing to the development of analytical thinking and of disciplinary knowledge. As the coordinator of the Writing Fellows Program, I have worked with 45 faculty Fellows since 2008. I help them use the research on best practices for writing instruction and assessment to develop assignments,

courses, and curricula that make writing central and organic. Alumni of the WFP have developed successful writing intensive courses, new writing resources, and new curricula that draw on this work. I am regularly asked to conduct other faculty development activities and have facilitated workshops and discussions on writing issues for the CTL, the First-Year Odyssey Program, the Office of Service-Learning, and individual courses.

My work in writing pedagogy and assessment informs my research and I have been active in the fields of digital rhetoric and e-portfolio. I was a member of the UGA research team that participated in Cohort VI of the Inter/National Coalition for Electronic Portfolio Research from 2010-2013. We conducted research on e-portfolios from the First-Year Composition and Writing Certificate Programs to better understand how outcomes for written communication continue and change between first-year and capstone writing experiences. I was asked to join Nedra Reynolds as second author on the third editions of *Portfolio Keeping: A Guide for Students* and *Portfolio Teaching: A Guide for Instructors* by editors at Bedford/St. Martin's press. These texts provide support and guidance for students, instructors, and administrators creating and using portfolios in a wide variety of courses and programs. The third editions draw on key scholarship in the dynamic field of portfolio pedagogy and assessment to provide practical guidance and support for teaching and learning with portfolios. Because of my interest in the intersection of writing, text, and technology, I was asked to speak at the 2012 Symposium on the Futures of the Book at UGA. I present regularly at the major international conferences on writing and digital media (Computers and Writing), rhetoric and composition (CCCC), and writing program administration (WPA).

In addition to my service-learning work, which I began as a 2009-2010 Service-Learning Fellow, I am continuing my public service outreach as the Franklin College of Arts and Sciences content area specialist and Co-Project Director on a 2013-2014 and 2014-2015 College of Education Improving Teacher Quality Grant directed by Dr. Peter Smagorinsky of Language and Literacy Education. This project, “Writing 2.0: Pathways to a 21st Century Writing Pedagogy,” is managed by UGA for the Board of Regents of the University System of Georgia and funded by the U.S. Department of Education as part of the No Child Left Behind Act to provide professional development for teachers in high-need Local Education Agencies. In this work, we conduct week-long summer workshops for Morgan County Middle School and Morgan County High School Language Arts faculty on using digital technology, portfolios, and process pedagogy to achieve Georgia Common Core Performance Standards for writing, and provide follow-up support during the academic year.

In teaching, administration, research, and service, my work emphasizes the importance of writing as a central feature of life at the university and beyond. The 2007 Report of the Task Force on Writing that established my position called for the university to increase its focus on writing through instruction, support, and faculty development. In building the Writing Certificate Program, helping faculty integrate writing into their courses and programs, conducting innovative writing research, and performing service that emphasizes the importance of writing, my work has built a dynamic and growing “culture” of writing.