

Liz Tinelli
Associate Professor
Graduate Writing Project Coordinator
University of Rochester
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EDUCATION

University of Rochester Ph.D. in Teaching, Curriculum & Change	Rochester, NY 2016
The State University of Geneseo Bachelor of Science in Education	Geneseo, NY 2003

POSITIONS HELD

University of Rochester

Coordinator, <i>Graduate Writing Project</i>	2021-present
Associate Professor, <i>Writing, Speaking, and Argument Program</i>	2017-present
Instructor Mentor, <i>Writing, Speaking, and Argument Program</i>	2010-present
Co-coordinator, <i>Graduate Writing Project</i>	2012-2021
EAPP Lecturer, <i>Writing Speaking and Argument Program</i>	2011-2017
Program Assistant, <i>Science STARS: Students Tackling Authentic Science</i>	2010-2011
Instructor, <i>Warner School of Education</i>	2007-2011
Research Assistant, <i>Get Real! Science Program</i>	2007-2010

COURSES TAUGHT

University of Rochester

Associate Professor 2017-present

Writing, Speaking, & Argument Program

Teach students to develop strong research practices and become effective academic writers. Through collaborative and hands-on experiences, students learn to consider the roles of audience and purpose for crafting effective texts.

- WRTG 101 | 102: *Communication Across Contexts*
- WRTG 103: *Critical Reading, Reasoning, and Writing*
- WRTG 104: *Research, Reading, and Writing*
- WRTG 105: *Impacts of Engineering*
- WRTG 105A: *Hoping for Happiness*
- WRTG 105B: *Reasoning and Writing in the College*
- WRTG 105E: *Writing Social Wrongs*
- WRTG 108: *Workshop in Writing*
- WRTG 261: *Writing in a Digital World*
- WRTG 272: *Biology: Communicating your Professional Identity*
- WRTG 273: *Engineering: Creating Your Professional Identity*
- WRTG 282: *Research Methods in Writing Studies*

Instructor 2011-2021

Enrollment Diversity and Outreach, Office of Admissions

- ECA: *Mood and Mode: The Science of Positive Psychology*

Office of Minority Student Affairs

- ECO: *American Rhetoric: Communication and Conflict*

Graduate Instructor 2007-2011

Warner School of Education and Human Development

- EDU: *Literacy Learning as Social Practice*

Coordinator, Undergraduate Writing Groups

2021-present

Writing, Speaking, and Argument Program

Train and supervise group leaders to work with undergraduate students in developing specific and measurable writing goals. Communicate and collaborate with offices across the College to recruit writing group members.

Coordinator, Graduate Writing Project

2021-present

Writing, Speaking, and Argument Program

Design and implement programming in support of graduate writers in the College. Support for graduate writers includes workshops, writing groups, tutoring and dissertation boot camps.

Co-coordinator, Graduate Writing Project

2011-2021

Writing, Speaking, and Argument Program

Facilitated workshops to support graduate student writers. Collaborated with programs and departments across the College to develop need-based programming.

ASSESSMENT and ACCREDITATION

University of Rochester

Primary Writing Requirement

2022-present

Writing, Speaking, and Argument Program

Designed evaluative tools for assessing all learning outcomes of the University's Primary Writing Requirement for students enrolled in the fall of 2022. Currently in the process of collecting final research paper prompts and final papers for 278 students in preparation for Middle States.

WSAP Minor

2021-2022

Writing, Speaking, and Argument Program

Consulted and collaborated with the Curriculum Committee and the Office of Educational Effectiveness to map the WSAP's minor learning outcomes across all courses taught within the minor. Presented findings to relevant stakeholders and disseminated curriculum mapping to the WSA Program for instructors proposing new minor courses.

AEFIS Adoption

2017-2020

Office of Educational Effectiveness

Explored the potential of the Assessment Management Platform for serving the needs of colleges across the university. Collaborated with AEFIS representatives to identify approaches for customizing the interface in order to optimize usability across departments and programs. Assisted in piloting the integration between our educational management system and AEFIS to support teaching, learning, assessment, and accreditation efforts.

Professional Development Assessment

2018-2019

Writing, Speaking, and Argument Program

Designed a mixed method assessment for measuring the professional identity development of over 300 students enrolled in WRTG 27X courses. Qualitative analysis of students' final professional portfolios complemented the quantitative findings of a statistically validated questionnaire.

Program Evaluation

2017-2018

Writing, Speaking, and Argument Program

Assessed key programmatic outcomes for the Primary Writing Requirement. Led the assessment team in developing a rubric for scoring over 135 final course papers randomly selected from a total of 45 writing courses offers in the spring of 2018. The purpose of the assessment was to determine levels of proficiency across different iterations of the course (i.e., WRTG 105, 105E, 105A/B, WRTG 104).

ABET Assistance

2011-2017

Center for Professional Development

Collaborated with Hajim faculty to develop data collection methods for program assessment in preparation for Middle States and ABET accreditation. Implemented a mixed methods approach, co-authored reports and presented findings and recommendations to stakeholders.

Online Course Development

2020-present

Writing, Speaking, & Argument Program

Redesigned courses to optimize learner experience in the shift to online learning. Created curriculum maps for aligning learning outcomes with course activities, assignments, and projects. Incorporated online tools including VoiceThread and Yellowdig to fulfill programmatic outcomes and maximize student engagement.

Engineering-focused Course Development

2018-present

Writing, Speaking, & Argument Program

Worked with the Hajim school to identify a course theme that could support the goals of the Grand Challenges Scholars Program and the learning objectives of effective communication as outlined by ABET.

Upper-Level Writing Assessment

2022-present

Office of Academic Honesty, Policy, and Education

Assisting with ongoing efforts to evaluate the effectiveness of the upper-level writing requirement across the College. In collaboration with the Dean's Office, developed and refined a survey instrument for identifying the practices of departments and programs in fulfilling the upper-level writing (ULW) requirement. Our next phase is to develop a rubric and a set of suggested materials for all departments to adapt.

SafeAssign Pilot

2022-present

Office of Academic Honesty, Policy, and Education

Piloted the use of SafeAssign, a Blackboard-supported text-matching tool, among undergraduate students enrolled in writing courses. Helped identify pedagogical strategies for implementing and assessing the value of SafeAssign.

Faculty Development and Orientation Committee

2021-present

Writing, Speaking, and Argument Program

Served as co-chair in the development and preparation of our year-end programmatic workshop for fostering equity, inclusion, and diversity in the teaching practices of our instructors. Currently serving as chair as we determine our focus for this year's faculty development workshop.

Departmental Reviewer for Internal Review Board

2016-present

Review project proposals to determine the extent to which research follows ethical and federal regulations for the protection of human subjects.

Hiring and Promotion Committee

2014-present

Writing, Speaking, and Argument Program

Assist in the development of criteria for applicants and evaluate candidate qualifications. Arrange for and organize video conferencing, school visits, and job talks.

Course Evaluation Task Force

2019-2020

College of Arts & Sciences

Assisted in identifying relevant literature to identify challenges and biases presented by course evaluations. Worked with a multidisciplinary team to analyze evaluations and make recommendations to the faculty senate and curriculum committee.

AEFIS Evaluation Team

2017-2020

Office of Educational Effectiveness

Piloted AEFIS in order to identify approaches for customizing the interface in order to optimize usability across departments and programs. Collaborated with the office director and IT center to integrate our educational management system with AEFIS to support teaching, learning, and assessment efforts.

Information Literacy Committee

2014-2016

River Campus Libraries

Lead a multi-disciplinary team in identifying relevant outcomes related to information literacy in order to make recommendations for revising the Writing, Speaking, and Argument Program's outcome criteria.

Goergen Nomination Coordinator 2013-2015
Writing, Speaking, and Argument Program
Coordinated efforts to create a nomination package for our program director. Collected letters of nomination and drafted a comprehensive statement of achievement and impact.

Academic Integrity Board 2011-2012
Writing, Speaking, and Argument Program
Under the direction of the program director, helped revise the program's guidelines for giving and receiving feedback that is distributed to students in their first-year writing courses.

Academic Advisor 2012-2015
College of Arts & Sciences
Assisted students in their academic planning by helping students to evaluate and reflect on their educational and career goals. Conveyed and interpreted university policy and academic rules and regulations related to courses of study, prerequisites, and academic honesty.

Statistical Consultant 2010-2011
The Greene Center for Career Education & Connections
Used baseline data to create a fundamental picture of employment rates and graduate school acceptance among the 2009 and 2010 graduated cohorts. Assessed the extent to which variables such as GPA, major, and visa status impacted employment status as of commencement or one year later.

Consultant 2009-2010
Rochester Center for Community Leadership
Examined leadership values at the institutional and national level to determine environmental factors that influence leadership development using data from the Multi-institutional Study of Leadership.

HONORS, AWARDS, and FELLOWSHIPS

Greene Center 2021
Course Development Grant

Engineering Grand Challenges Scholars Program 2019
Sykes Engineering Faculty Award

Utilizing Collaborative Technologies to Support Student Learning in Writing 2014
College Teaching, Learning and Technology Roundtable Grant

Reasoning and Writing in the College 2009
Breadth Fellowship

PUBLICATIONS

Luehmann, A., Henderson, J. & **Tinelli, L.** (2013). Supporting pre-service teachers' development: The place of blogging in the Get Real! Science teacher preparation program. In C. Lanskear and M. Knobel (Eds.), *A New Literacies Reader: Educational Perspectives*. New York: Peter Lang Publishing.

Luehmann, A. & **Tinelli, L.** (2011). Supporting practicing teachers' growth: The case of blogging in an action research seminar. In A. Luehmann & R. Borassi (Eds.), *Blogging as Change: Transforming Education Through New Media Literacies*. New York: Peter Lang Publishing.

Luehmann, A. & **Tinelli, L.** (2008). Teacher professional identity development with social networking technologies: Learning reform through blogging. *Educational Media International* 45(4), 323-333.

PRESENTATIONS

Tinelli, L., and Seddon, J. (2018, May). AEFIS Pilot Symposium. *Office of Academic Administration and the Office of Faculty Development and Diversity*.

Tinelli, L., Rossen-Knill, D., Lee, R., and Byrnes, E.M. (2017, March). Do Boot Camps Work? Creating and Assessing the Conditions for Productive Grad-Student Writing. *Conference on College Composition and Communication*.

Lee, R. & **Tinelli, L.** (2013, March.) Showing Up and Sharing Goals: Creating Communities through Conversation. *SUNY Council on Writing Annual Conference*.

Tinelli, L. (2011, May). New Media Literacies: Writing in First Year Composition. *Technologies in Education Conference*. Albany, New York.

Tinelli, L. (2011, March). Collaborative Technologies: Supporting Student Learning in Writing. *Teaching and Learning with Technologies Symposium*. Ithaca, New York.

Luehmann, A., Chaffee, R., **Tinelli, L.**, & Fluet, K. (2010, April). I don't do science: Urban girls science identity development. *International Conference of the Learning Sciences*. Chicago, Illinois.

Tinelli, L. & Luehmann, A. (2008, June). Challenges and resources of inquiry-based science learning. Conference Proceedings. *International Conference of the Learning Sciences*. Utrecht, Netherlands.

INVITED TALKS and ROUNDTABLES

Tinelli, L. (2019, May). Navigating the 3-Paper Model. *WSAP Program Orientation*. Rochester, New York.

Tinelli, L. (2019, May). Fostering Active Learning Scenarios. *Writing Pedagogy*. Rochester, New York.

Tinelli, L. (2016, October). Negotiating Literacies. Invited Talk. *UReading Symposium*. Rochester, New York.

Tinelli, L. (2012, February). Literacy is Power. Invited Talk. *Partners in Reading Annual Conference*. Rochester, New York.