

Keely R. Austin, Ph.D.

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Professional Profile

Throughout my academic career, I have demonstrated a commitment to several values:

- **Diversity**—I have an established background in developing programs and curricula for traditional and special populations, including honors students, students with needs for accommodation, developmental composition students, multilingual and international students. Additionally, I have a love for learning about different languages and cultural perspectives.
- **Communication**—My written and spoken discourse is based on an understanding of rhetorical context and critical language awareness. Recognizing the needs and goals of the people with whom I work as well as finding common ground to create consensus and compromise is paramount to achieving success.
- **Community**—It is important for me to develop a sense of belonging with my colleagues, students, and others that I serve through my work roles.
- **Student Success**—I focus on the potential of each learner. Beyond course content, helping students know themselves better, understand their values and goals, and discover ways to meet those goals is an important part of what I do as an educator.
- **Organization**—Strong organizational skills are a foundation for other commitments I keep. I enjoy being prepared, on-time, and ready to work independently or with others to solve problems.

Education

- **Ph.D. English Studies: Rhetoric & Composition, Linguistics, and Literature**, Illinois State University, Normal, IL, May 2010. Dissertation: *The Rhetoric of Memory*.
- **M.A. English: Professional Writing**, Illinois State University, Normal, IL, December 1995. Thesis: *Sex, Power, and Pleasure: A Brief Cultural Analysis*.
- **Counseling Psychology, graduate coursework in APA-accredited M.S. program (21 hours)**, University of Central Arkansas, Conway, AR, 1992-1993.
- **B.A. Major: Psychology Minor: Spanish**, University of Central Arkansas, Conway, AR, August 1992.

Academic/Teaching Experience

Visiting Lecturer/Special Faculty, Carnegie Mellon University, Pittsburgh, PA 2018-Present

- **Department of English, Writing and Communication Program (LMS: Canvas):**
 - Graduate-level—Developed and taught 7-week mini-courses: 76-748 “Academic Communication for Graduate Students” and 76-745 “Academic Communication for International Graduate Students”
 - Undergraduate-level—Taught semester courses: 76-101 (Interpretation and Argument) titled “Virtue or Violence: Choosing a Response to Conflict” and “Foundations and Scholarship of Sustainable Development”, 3 major projects: Comparative Genre Analysis, Research Proposal, and Contribution Paper; English 76-100 (Reading and Writing in an Academic Context for multilingual/ESL writers); “Language Technology and Social Justice” and “Representing My Self in Language, Being Myself in Language,”

major projects: narrative autoethnography, extended definition, comprehensive summary essay, proposal and annotated bibliography, position paper, and metacognitive reflections; Contributed to 76-100 course redesign and pilot (2024)

- **Department of Languages, Cultures & Applied Linguistics (formerly, Modern Languages), Applied Linguistics and Second Language Acquisition Masters Program (LMS: Canvas, OLI/Torus):**

- Developed and taught 82-795 “Ideologies of Critical Language Awareness” and 82-794D (TESOL) “Teaching Apprenticeship: Workshop Development for L2 Writers in English: Instructional Design and Assessment”; Mentored MA ALSLA students
- Shared Administrative Duties (with Department of English): Researched opportunities for supporting communication and writing needs in various academic units across campus; Worked with partners in English and Modern Languages to design a sustainable model for supporting needs; Designed a model for supporting writing and communication needs across campus, i.e., through courses and workshops.

Director, Communication and Language Support Development, Student Academic Support Center, Carnegie Mellon University, Pittsburgh, PA 2021-2023

- **Communication and Language Support Development:** Directed and supervised staff in Communication Support and Language & Cross-Cultural Support programs; Transitioned from past program to present while communicating respectfully with all stakeholders, bringing together diverse perspectives and agendas; Performed benchmark studies of peer and peer-aspirational communication/writing centers and training courses; Created practicum and ongoing training curriculum, assignments, and assessments; Hired program coordinator and assistant director; Hired student consultants and shift supervisors; Collaborated with SASC colleagues to build programs and community; Participated on cross-university Communication Advisory Committee; Collaborated with several departments and programs to meet student need (Robotics Institute Summer Scholars, Eberly, English, Languages, Cultures & Applied Linguistics, formerly Modern Languages, Sustainability Initiative, Career and Professional Development Center, Graduate and Postdoctoral Affairs, Summer Undergraduate Research Fellowships, Tartan Scholars, Origins, Summer Academy for Math and Science, and others)

Adjunct Faculty, Westmoreland County Community College, Youngwood, PA 2017-2019

- **School of Humanities, Social Science, and Public Service (LMS: Blackboard):** Taught 16-week semester courses in English 085 (College Literacy I), English 095 (College Literacy II, paired with English 161 course; Blackboard), 8-week courses in First Year Experience (college success), and English 164 (Advanced Composition); presented proposal to college administrators to combine developmental education composition courses for the acceleration of student experience in pre-credit writing; hosted ENG 164 Research Symposium.

Lecturer in Rhetoric and Composition, Longwood University, Farmville, VA 2016-2017

- **Department of English and Modern Languages, full-time appointment (LMS: Canvas):** Taught 16-week semester courses in English 150: Writing and Research and English 400: Advanced Writing Seminar (cross-disciplinary); English 201: World Literature; created curriculum and selected texts to meet course and departmental learning outcomes; supported student learning in class, online portal (Canvas), and office hours; participated in departmental meetings, new faculty trainings, and university orientation;

volunteered for campus activities; established connections with International Studies faculty/staff.

Instructional Assistant Professor/Lecturer, Illinois State University, Normal, IL, 2012-8/2015

- **English Language Institute, full-time appointment (LMS: Reggienet/Blackboard):** Taught 16-week semester IEP program as well as 4-week special programs (PDPI). Taught a variety of courses, focusing on skills such as reading and writing, speaking and listening, grammar, lexicon, current events, and academic lectures; advised students; created curriculum for special programs (PDPI, Proyecta 100,000); served on Director search committee; mentored new NTT faculty; administered placement tests.
- **College of Education (LMS: Reggienet, Blackboard):** TPTEL program; taught English 345: TESOL Methods and Materials (Waukegan, IL), English 344: Theoretical Foundations of TESOL (Grayslake, IL).

Associate Professor of English, Heartland Community College, Normal, IL, 2005 to 2012

- **English Department (LMS: WebCT, Blackboard):** Taught courses through online, hybrid, and traditional delivery methods; Worked as Writing Program Coordinator for 2 years, directing and organizing the English program; Writing Center coordinator; served on several program committees to revise program documents, curricula, assessment tests, and rubrics to determine student placement into developmental and credit-bearing courses; mentored new faculty; created and revised program/course syllabi and presented to college review committee; wrote college catalog entries and press releases. Courses: Developmental Composition (094, 095), Language and Composition I & II, Technical Writing, Introduction to Literature, Honors Seminar I & II, Grammar (080), TESL 101: Introduction to TES/FL, ESL-focused composition; On Course-focused Developmental Composition pilot faculty.
- **International Institute for Teaching and Learning:** Wrote proposal for program to bring college English instructors from China to HCC for an intensive continuing education program; developed course/program objectives and curricula for the English component of the International Institute of Teaching and Learning; created placement exam for grammar, developed syllabi for reading comprehension, listening comprehension, and pronunciation courses; developed course/program objectives and materials for 3 levels of English classes (Conversation, Writing, Lexicon, American Culture); performed pre-and post tests to measure student progress; located faculty to teach courses; wrote press releases; taught courses.

Adjunct Faculty, Heartland Community College, Normal, IL, 1996 to 2005

- **English Department:** Taught courses through traditional delivery methods and in classroom, open-learning, and team-teaching modes; implemented portfolio-based plans of study. Courses: Developmental Composition, Language and Composition I & II.
- **Adult Education:** Taught reading and conversation classes to English language learners (ELLs); developed curriculum and syllabi; performed placement tests (BEST, CELSA); directed placement interviews to organize students into a multi-level program.
- **Corporate Education (ESL):** Developed course/program objectives and materials for business English classes; performed pre-and post tests to measure student progress; taught business English, American culture, and pronunciation reduction classes to ELL workers at Mitsubishi and companies subcontracting at State Farm (Patni, Satyam, HTC).

Lecturer, Illinois State University, Normal, IL, 1995 to 2003

- **English Language Institute:** Developed semester calendar and lesson plans based on master syllabus objectives for several ELL levels of proficiency; chaperoned field trips to Chicago and St. Louis; served as faculty mentor for assigned students; sponsored Student Activities Committee; participated in professional development meetings; administered placement tests; reviewed language learning software. Courses: Reading and Writing, Speaking and Listening, Lexicon, Current Events, Academic Lectures, Computer Lab.
- **Department of English:** Taught various levels of composition (101, 101.10, 145); participated in the University College program, Learning Communities; trained Graduate Teaching Assistants and Undergraduate Teaching Assistants (UTAs); supervised UTA participation and tutoring in the 101.10 classroom; developed class lessons for UTAs to implement in the classroom; participated on the textbook selection committee. PhD assistantship included teaching Advanced Composition.

Graduate Assistant, Illinois State University, Normal, IL, 1993 to 1995

- **Department of English:** Taught Language and Composition I & II; participated in teaching seminar and training programs; assisted with teacher training for other graduate assistants.
- **English Language Institute:** Taught several classes to ELLs; participated in teacher training and classroom observations/evaluations; advised students.

Research/Teaching Assistant, University of Central Arkansas, Conway, AR, 1991 to 1993

- **Department of Psychology:** Recruited subjects to participate in psychological experiments; aided in the creation of experimental treatment and research design; conducted exit interviews; collected and entered data into SYSTAT for analysis; taught classes in professor's absences (Statistics, Psychology of Women); graded exams; tutored students.

Languages

- **Spanish**—speak, read, and write at a high-intermediate level; passed IL licensure exam in Spanish language proficiency
- **Portuguese**—speak, read, and write at a beginning level

Department, Program, and Curriculum Support

- **Department of Languages, Cultures & Applied Linguistics (LCAL)**—Mentor, MA ALSLA candidate, CMU
- **Fulbright Committee**—materials review and applicant interview preparation, CMU
- **Department of English, Graduate composition courses (general and multilingual focus)**—76-745, 76-748, (developed, marketed, taught), CMU
- **LCAL, MA ALSLA (developed and taught)**—82-795 "Ideologies of Critical Language Awareness" and new focus curriculum 82-794D (TESOL) "Teaching Apprenticeship: Workshop Development for L2 Writers in English: Instructional Design and Assessment", CMU
- **Teaching Observation and Feedback**—Invited students to observe my teaching, invited students to teach mini-lessons in my classroom, CMU
- **Reading and Writing Curriculum**—Proyecto 100,000 Program, ISU

- **PDPI Curriculum**—Brazilian public school teacher exchange program, ISU
- **Orientation and Training Manual**—hard copy and online, hypertext versions developed for new English faculty, HCC
- **Course Guides**—all levels of composition, HCC
- **Developmental Composition web pages (learning outcomes and activities)**
- **TES/FL Certificate Program**—proposal, course sequence, master syllabi, WebCT course shells, curriculum, textbook selection, HCC
- **IITL English Language Program**—placement assessment, course sequence, course calendars; faculty coordinator, HCC
- **Specialized Course Curriculum, Corporate Education**—Mitsubishi, Satyam, Patni, HTC; HCC

Research, Professional Qualifications, Training, and Conferences

- **IRB approved research (with colleague Jungwan Yoon)**—"Effects of AI and large language model (LLM) technology use on composition behaviors, genre knowledge, and language learning in a composition class" (23FA)
- **CITI Human Subjects Research Training**, 2023
- **Professional Development (with colleague Janine Carlock)**—"Creating a Space of Belonging in the Classroom", proposed session for National Higher Education Teaching Conference
- **Faculty Academy**—HCC: Nine Shift, Grounds for Learning
- **Academic Quality Improvement Program Project Lifecycle Training**
- **Illinois Assessment Fair**—Session Facilitator
- **Website owner training**—HCC
- **WebCT training (supplemental, hybrid, online certifications)**
- **Blackboard training (supplemental, hybrid, online certifications)**
- **Canvas training**
- **Illinois Language Proficiency Exam (Spanish)**
- **Teaching Square**—HCC; classroom observations and feedback
- **Great Teachers' Retreat**—Ewing Manor, Normal, IL; Sessions Facilitator
- **On Course Workshop, (planning committee for HCC conference; participant in On Course I and II workshops, Baltimore, MD)**
- **TYCA Conference (Two-Year College English Association; NCTE)**—Chicago, Madison, Duluth
- **National Collegiate Honors Council conference**—Arizona
- **Honors Council of the Illinois Region conference**—Joliet, Normal (IL)

Professional/Academic Memberships and Committees

- **76-100 Course Redesign**, CMU (pilot 23FA)
- **NCTE**
- **TESOL International**
- **Consortium on Graduate Communication**
- **On Course Ambassador**
- **Social Committee**, Longwood University
- **TYCA**--Two-Year College English Association; Regional Board Member
- **NCHC**--National Conference of Honors Councils
- **HCIR**--Honors Council of the Illinois Region

- **AQIP Committee** (college accreditation institutional projects committee)
- **DECT--Developmental Education Curriculum Team**, HCC
- **Human Subjects Research and Review Board HCC**
- **Calendar Committee**
- **On Course Committee** (facilitated sessions/organized event)
- **Honors Committee**
- **PERC--Placement Essay Reading Committee**, HCC Writing Program
- **Psi Chi** (National Honor Society in Psychology), lifetime membership

Publications and Presentations

- **TESOL--Conference Panel** (digital): "Promoting Exploration of Language and Genre with ChatGPT" (2024), CMU
- **First-Year Writing, Teaching Table--Panelist**, : "Narrative as genre, evidence, persuasion, reflection, identity, possibility", CMU
- **US Air Force Academy & Robotics Institute Summer Scholars (RISS)--"Cultivating a Professional Presence"**, presentation on research resumes and statements of purpose/research, CMU
- **The Neighborhood Academy, RISS, The Moonshot Museum, CMU Robotics--"Space, Robotics & Art"** facilitator, (6th grade students), CMU
- **JAC (The Journal of Advanced Composition)--Response Essay**: "Transformative Reframing: From *Theft* to *Passing On*." Nos. 1&2 (2011)
- **TETYC (Teaching English in the Two Year College)--Book Review**: "Review of *Local Histories: Reading the Archives of Composition*." Vol. 36, No. 3
- **CCCC--Presentation**, "The Rhetoric of Memory"
- **TYCA--Presentation**, "Grading Contracts in the Composition Classroom"
- **Institute Day, Heartland English Department--Presentation**: "Genre Theory and Its Implementation in the Composition Classroom."
- **Faculty Academy, The Skillful Teacher--Co-facilitated 8-week faculty training.**
- **Institute Day, Heartland English Department--Presentation**: "An ESL Student's Journey from Developmental Composition to Second-Semester Credit-Level Composition."
- **Heartland Tutoring Center, Tutor Training--Presentation**: "Collocations and Their Importance in ESL."
- **Illinois TESOL:BE Newsletter--Column**: Interviews with ELP Directors; **Article**: "Ego Permeability and Its Effect on Language Learning."
- **Ewing Manor Conference on Composition, Normal, IL--Presentation**: "Stereotypical Imagery in ESL Textbooks." **Presentation**: "Course Progression in an English Language Program by Proficiency Level."

References available upon request
