**Tara Lockhart**

Department of English Language & Literatures [taralock@sfsu.edu](mailto:taralock@sfsu.edu)

**Education:**

*Doctor of Philosophy*, English Studies, University of Pittsburgh August 2008

* Doctoral Certificate in Composition: Literacy, Pedagogy, and Rhetoric
* Doctoral Certificate in Film Studies

*Master of Arts*, English Studies, University of PittsburghMay 2002

*Bachelor of Arts*, English and Political Science, Dickinson College May 1995

**Professional Positions and Ranks Held:**

Professor of English, San Francisco State University Fall 2019 – present

Associate Professor of English, San Francisco State University Fall 2014 – August 2019

Assistant Professor of English, San Francisco State University Fall 2008 – August 2014

**Honors and Awards:**

LCA Excellence Award, TT Faculty Fall 2022

Nominated, CSU Faculty Innovation and Leadership Award July, 2018

**Writing Program Administration and Leadership**

*Director of Writing Programs* January 2021 – August 2023

Fall 2014 – August 2017

* Create and implement faculty development and support programs and initiatives, including:
  + Created multi-year mentoring plan to develop robust hybrid pedagogy in approximately 40-50 sections per year, beginning in 2015
  + Supported faculty development of initial Fully Online Instruction for ENG 214, beginning 2015
  + Developed Community Engagement and Service Learning in A2, A4 and AE: individual faculty implementation, two programmatic grants, department-wide learning circles
  + Organized guest speakers in writing studies and campus stakeholders to speak with faculty (e.g., DREAM resource center, TASC, Latinx student center director, CAPS, organized a panel on “Islamophobia and Supporting Muslim Students,” partnering with the Muslim Student Association, the Muslim Women's Student Association, and featuring a talk by Dr. Hatem A. Bazian, UC Berkeley, etc)
  + Developed and led monthly faculty professional development sessions (2014-2017 term) and weekly webinars (2021-2023 term) on trauma-informed teaching, equitable course design, critical pedagogy, OER and AIM, responding to writing, reading pedagogy, writing assessment, and faculty-driven concerns/interests
* Develop, implement, and review curricula and policies for Early Start English, Directed Self Placement, First Year Composition (104/105 and 114), Second Year Composition (ENG 214), and Area E (ENG 216)
* Hire, supervise, and evaluate Lecturer and GTA faculty teaching in the Composition program (typically 70+ Lecturer Faculty and 12-15 GTAs) to teach approximately 200-250 sections each semester
* Schedule above faculty and sections each semester; manage enrollment processes and course offerings
* Revise curricula to meet changing student needs and create new learning experiences, including multiple modalities and community service-learning options, and pandemic/post-pandemic pivots
* Create and revise writing policy, including articulation policies/processes, for the university community
* Serve on the University-wide Early Start Program committee (see also Service to Campus)
* Consult with individual faculty to support and innovate teaching
* Handle student complaints, grade disputes, and placement appeals
* Write and manage professional development and administrative grants focused on student learning, engagement and retention, and equitable pedagogy initiatives

*Assistant Director of Undergraduate Writing:* August 2017 – Fall 2019; Fall 2020

**Peer-Reviewed Books:**

*Literacy and Pedagogy in an Age of Misinformation and Disinformation.* Lead Editor (50%) with Juli Parrish,

Chris Warnick, Brenda Glascott, and Holly Middleton. *Working and Writing for Change* series, eds.

Steve Park and Jess Pauszek. Parlor Press. 2021.

*Informed Choices: A Guide for Teachers of College Writing.* Co-authored (50% contribution) with Mark

Roberge. Boston: Bedford/St. Martins, 2015.

**Founder and Senior Editor of Peer-Reviewed Scholarly Journal:**

*Literacy in Composition Studies.* Debut issue March 2013. <www.licsjournal.org>

Special Issues Editor:

* *Literacy and Aging* (Fall 2018)
* *Politics, Democracy, and “Fake News”* (Fall 2017)
* *The Translingual Movement of People and Inform*ation (Fall 2015)
* *The New Activism: Composition, Literacy Studies, and Politics. The New Activism* (Spring 2015)

**Peer-Reviewed Articles:**

“Assignments as Hinges for Learning Transfer: Anzaldúa as Generic Invitation.” *Teaching Anzaldúa: Toward a*

*Pedagogy of Conocimiento.* Eds. Yolanda Venegas and Irene Lara. *Transformations: Womanist,*

*Feminist, and Indigenous Studies.* Ed. Ana Louise Keating. U of Illinois P. Accepted.

“Decolonizing Assessment to Reveal Abundance: Crafting Threshold Concepts and Mapping Learning

Journeys.” with Jennifer Trainor, John Holland, and Robert Kohls*. Conference on College Composition*

*and Communication Companion Publication*. NCTE, June 2024.

“[**Feminist Editing: Learning to Engage through Coalitional Accountability**](https://cfshrc.org/article/feminist-editing-learning-to-engage-through-coalitional-accountability/)**.”** with Brenda Glascott, Justin Lewis, and

Holly Middleton. Special Issue of *Peitho***:** Coalition as Commonplace: Centering Feminist Scholarship, Pedagogies, and Leadership. 25.4 (Summer 2023). n.pag. Web.

“Investigate, Target, Implement, Persevere: Understanding the Academic Publishing Process through Editors’

Eyes.” Lead Writer (40%) with Juli Parrish, Chris Warnick, Brenda Glascott, and Holly Middleton.

*Explanation Points! Publishing in Rhetoric and Composition.* Eds. John Gallagher and Dànielle Nicole

DeVoss. Utah State UP, 2018.

“The Locally Responsive, Socially Productive MA in Composition.” co-authored (33% contribution) with

Kory Lawson Ching and Mark Roberge. *MA Programs at Work.* Eds Margaret Strain and Rebecca

Potter. Urbana: NCTE, 2017. Print.

“Flexibility, Hybridity, and Writing: Theory and Practice for Developing Post/Graduate Literacies.” *Research*

*Literacies and Writing Pedagogies for Masters and Doctoral Writers.* Eds. Cecile Badenhorst and

Cally Guerin. Leiden, The Netherlands: Brill, 2016. 371-88. Print.

“The Critical Place of Reading in Writing Transfer (and Beyond): A Report of Student Experiences.” Co-

authored (80% contribution) with Mary Soliday. *Pedagogy: Critical Approaches to Teaching*

*Literature, Language, Composition, and Culture.* 16.1 (Jan. 2016): 23-37. Print.

“Between The Classroom, The Page, and The Profession: The Value of the Hybrid Essay in Graduate-Level

Learning.” Under review at *Enculturation.* Co-authored (50% contribution) with graduate students Galin Dent and Jennifer Saltmarsh. *Enculturation: A Journal of Rhetoric, Writing, and Culture* 16 (Fall 2013). n.pag. Web.

“The Shifting Rhetorics of Style: Writing in Action in *Modern Rhetoric*.” *College English* 75.1 (Sept.,

2012): 16-41. Print.

“Teaching with Style: The Essay, Form, and Brooks’ and Warren’s Literary Pedagogy.” In Rereading the

New Criticism. Eds. Miranda Hickman and John McIntyre. Columbus: Ohio State University Press,

2012. Print.

**In Process Articles:**

“Tracking Citation via Zotero to Promote Greater Inclusivity in Scholarly Publishing.” with Justin Lewis. Target

journal*: Computers and Composition.* Expected submission, September 2024.

“Becoming Anti-Racist: One Journal’s Journey and Roadmap for Change.” Target journal: *Composition Studies.*

Expected submission, December 2024.

**Peer Reviewed Conference Presentations (selected):**

“Experiential Learning, Justice, and Literacies in Community-Service Learning Programs.” Conference on

Community Writing. Denver, CO. October 2023.

“Learning Journeys: Threshold Concepts, Assessing WAC, and Faculty Development.” Conference of Writing Program

Administrators. Reno, NV. July 2023.

“Building and Running an Academic Journal: A Behind-the-Scenes Workshop in Independent Publishing.”

College Composition and Communication Conference. Pittsburgh, PA. March 2019.

“Theorizing Literacy in the Current Political Climate.” College Composition and Communication Conference.

Pittsburgh, PA. March 2019.

“"You Get What You Need": Lessons for Programmatic Success in an Age of Austerity.” Conference of Writing

Program Administrators. Sacramento, CA. 20-23 July 2018.

“Moving toward the Explicit: Literacies and Threshold Concepts Informing Early Start English and Directed Self Placement.” *7th Biennial Threshold Concepts Conference.* Miami, OH. 13-16 June 2018.

“Ecological Assignments: Using Student Feedback to Prompt Change.” Conference on Community Writing.

Boulder, CO. 21 Oct. 2017.

“Making Space for Learning Transfer: Assignments as Hinge Points.” Conference on College Composition and

Communication @SJSU (regional). 8 June 2017.

“Cultivating Faculty Development via Online Writing Instruction: A Story of Mentorship and Collaboration.”

College Composition and Communication Conference. Portland, OR. 16 March 2017.

“Demystifying Journal Publication in a Digital Age.” Conference of Writing Program Administrators. Boise,

ID. 16 July 2015.

“Horizon Feedback:  What WPAs Need to Hear about Changing Undergraduate and Graduate Student

Populations and Writing Possibilities.” Conference of Writing Program Administrators. Normal, IL.

19 July 2014.

“Agency and Identity in Assignments from Basic Writing to the Disciplines.” College Composition and

Communication Convention. Indianapolis, IN. 21 March 2014.

## **Invited Presentations (selected):**

“Literacy, Democracy, and Fake News: Theory and Practice from a special issue of ‘Literacy and

Composition Studies’.” English Department Conference. 4 May 2018.

“Editors’ Roundtable: *Literacy in Composition Studies,* Special Issues, Diversity, and Inclusivity in Academic

Publishing Structures.” Conference on Community Writing. Boulder, CO. 19 Oct. 2017.

“Editors’ Roundtable: *Literacy in Composition Studies,* Issues in Digital Publishing.” Conference on

Community Writing. Boulder, CO. 16 Oct. 2015.

**Peer-Reviewed Grants Awarded:**

ORSP Grant, SF State Spring 2015 - October, 2015 “*Using Everything I’ve Learned” – Writing Transfer, Agency, and Growth in College and Beyond*

Analyzed data set using critical discourse analysis and grounded theory; managed two graduate research assistants in secondary coding; identified multiple factors (different courses, genres, and students’ rhetorical knowledge and affective dimensions) that shape learning transfer; identified central themes via constant compare methods

College Composition and Communication Conference Research Initiative Grant January 2013 – January 2015

“From Perception to Performance: A Study of Transfer in Student Writing.” $10,000 grant to study writing transfer. Co-written and conducted with Mary Soliday (50% contribution).

## **Peer-Reviewed Research Institutes:**

*Invited Researcher,* Dartmouth Summer Institute for Composition Research Summer 2012

**Service to the Department (selected):**

*Chair, Tenure and Promotion Committee* Fall 2019 – present

*Assessment Team, Writing Programs* Fall 2019 – present

* Collaborated on innovative, linguistic-justice based assessment methodology, centering students’ assets
* Co-led faculty community of practice teams in semester-long reading, scoring and discussion of student work (approximately 3 years of semester-long teams)
* Circulated findings from assessment back to faculty through webinars and professional development

*Department Writing Group Facilitator* Fall 2018 – May 2023

* Led biweekly meetings focused on moving scholarship to presentation and publication; mentored junior and peer faculty in targeting journals for submission, interpreting and responding to peer review feedback, revision and writing process strategies, and career development

**Service to the Campus – University-Level (selected):**

*Supportive Pathways Grant Team*  Spring 2023 – present

* Helped craft and then implement funding from the CO to support retention and belonging in the first year

*TASC advisory board* Fall 2021 – present

*English Representative, University-Wide Early Start Program Committee* Spring 2014 – Fall 2019; Fall 2020

* Lead disciplinary representative from English, advising on all policy, curriculum, and implementation of Early Start Program, and attending bimonthly meetings throughout the calendar year
* Serve as supervisor and as liaison to the English Tutoring Center, the Early Start English Director, the Early Start Assistant Director, and the Composition for Multilingual Students Placement Consultant
* Partner with key participants – Developmental Studies, Admissions, Advising, Orientation, and the College of Extended Learning – to ensure effective curricula and processes

*Gardner Institute, Foundations of Excellence Assessment Project* Fall 2016 – Spring 2017

Member, Faculty Dimensions Committee

**Service to the Community – Disciplines of Composition, Rhetoric, Literacy, and Pedagogy (selected):**

CSU English Council, Executive Council: Composition Coordinator August 2017 – May 2019

* Serve as point person for communication between 23 CSU campuses and the Chancellor’s Office (CO) for issues and Executive Orders impacting composition instruction (i.e., EO 1100, EO 1110)
* Organized and chaired a special one-day conference for Composition Directors and Early Start English Coordinators to meet with Executive Vice Chancellor Blanchard and several key Assistant Vice Chancellors for Student Success and the Graduation Initiative regarding EO 1110 and EO 1100 implementation
* Managed the question and answer process between the CO and 23 campus representatives, including

seeking questions from the English Council membership, communicating questions to the CO, and coordinating communication between the two parties

* Organize and chair break-out meetings and special topic sessions pertinent to Written English Proficiency, Composition curricula, and Early Start English at the yearly English Council meeting with representatives from 23 CSU campuses
* Partnered with Assistant Vice Chancellor and Senior Strategist for Academic Success, James Minor, and Assistant Vice Chancellor for Institutional Research and Analyses to craft and revise EO 1110 FAQ document for stakeholders and campus populations
* Partnered with Emily Magruder, Director of the Institute for Teaching and Learning, Chancellor’s Office to create professional development priorities for the 23 CSU campuses and to communicate opportunities to CSU faculty, including monthly webinars on student success under EO 1110
* Chaired a subcommittee to provide accurate, clear, and student-accessible communications to be used throughout the CSU system regarding EO 1110 implementation; Chaired a subcommittee on professional development opportunities for English faculty throughout the CSU system; Chaired a subcommittee on developing interactive digital communication platform and archive using Confluence
* Lead author of $1.2 million grant proposal for 2-3 year professional development plan for CSU system

Founder and co-chair, Literacy Studies Special Interest Group: Conference on College Composition and

Communication

Editors’ Roundtable (Mentoring Faculty in Publishing), *Conference on College Composition and Communication*  March 2017

Reviewer, *Higher Education Research and Development* Spring2018 – present

Reviewer, *Pedagogy: Critical Approaches to Teaching, Literature, Language, Composition, and Culture*

Summer 2017 – present

Reviewer, *Journal of Second Language Writing* Summer 2017 – present

Reviewer, *College Composition and Communication* Summer 2016 – present

Reviewer, *Composition Forum* Spring 2016 – present

Expository Reading and Writing Curriculum (ERWC) Lead Trainer Summers 2012 – 2019

* Full Workshop Lead: Collaborate with high school teacher and CSU EAP Coordinator to lead 3 ½ days of training for the CA ERWC
* High School Teacher Refresher Lead: Collaborate with high school teacher to lead one-day refresher course on engaged pedagogy and evidence-based learning using the ERWC Curriculum

Chair, Mission Statement Creation Subcommittee, CSU English Council Fall 2016 – Spring 2017

Member, Outreach Subcommittee, CSU English Council Fall 2012 – Fall 2014

**Service to the Community (selected):**

[Showing Up for Racial Justice, Bay Area](https://www.surjbayarea.org/) (non-profit, organizing/advocacy) Summer 2020 – present

*Strategic Planning Working Group* Summer 2022, March 2023 – present

*Coordinating Committee (leadership body)*  Sept. 2021 – March 2023

*Youth & Families Committee*  Summer 2020 – present

* Develop, organize, and lead racial justice education events aimed at bringing white people into racial justice activism
* Provide support to our BIPOC-led community partners across the Bay Area
* Spearheaded political action initiatives including a book club on equitable housing policy/gentrification (Just Action, by Richard and Leah Rothstein), film screening about domestic workers’ rights (*Dignidad*)
* Collaborate on community workshops including “Interrupting White Supremacy at the Root,” “Supporting Multiracial/Mixed Race Children, Youth, and Families,” and educational resource lists for parents, caregivers, and educators

Ella Baker Center for Human Rights, Prison Mail Night Volunteer Summer 2022 – present