

# Ann Shivers-McNair's Job Market Advice and Materials

May 15, 2017

Dear Job Seeker,

Before and during the academic job market, I had many questions, from procedural uncertainties to onto-epistemological crises and everything in between. I am deeply grateful to the people who shared their experiences, templates, wisdom, and advice with me, and in the spirit of paying it forward, I've gathered advice and materials here that I hope will be useful to you as you get started.

With that said, every person's search experience is different, and the advice and materials here are rooted in my own experience, in a time (the 2016-2017 job market), and in a context that includes my positionality and privilege. I am a white, cisgender, able-bodied woman. I do not have externally-imposed geographic restrictions on where I can live and work in the US. I do not have children. My expertise areas are professional and technical communication, digital rhetorics, and writing program administration. My teaching, publishing, and administrative experience pre-date my PhD work; previously, I was a full-time instructor and coordinator of a basic writing program. I chose to limit my search to tenure-track positions in technical communication and in composition studies at (mostly) R1 and R2 institutions, and I accepted a position at the University of Arizona as assistant professor and director of professional and technical writing.

There are two main sections in this document:

## Advice Section

- Organized by stages in the job market process, beginning with general overview/advice
- Includes links to [my professional website](#) (with research and teaching materials) and [my application tracking spreadsheet template](#)

## Materials Section

- Organized by stages in the job market process, beginning with an overview of my timelines
- Includes materials from the University of Arizona position: the job ad, my cover letter and CV, interview questions, campus visit itinerary and abstracts, and email correspondence from each stage of the process, as well as a link to [my U of A research presentation and teaching demonstration materials](#)

I ask that if you find any of this helpful—or if you *don't* find it helpful and wish you'd had different advice and examples—please pay it forward or make it better by passing on what worked for you. There's plenty of work to be done in demystifying the academic job market.

Best of luck,

Ann Shivers-McNair

## Ann Shivers-McNair's Job Market Advice

Everyone's search experience is different, but this section includes a collection of advice gleaned from my own experience and advice that was given to me. I'm especially indebted to Anis Bawarshi, Laura Gonzales, Lilly Campbell, Cheryl Geisler, and the creators of the ATTW Job Market Manual (distributed at the ATTW job market workshop), as well as presenters at the Computers and Writing Graduate Research Network job market workshop.

### Things You Should Know and Do...

#### ...In General:

- **One step at a time.** The job market is a long, grueling process, and if you try to look at it as a whole, it can seem impossible. Focus on the stage you're in, and trust that even though the next stage seems unfathomable, by the time you get there, you will handle it.
- **Have a support network and self-care practices in place before you begin.** Cope ahead: think about how you've handled exhaustion, anxiety, disappointment, tough decisions, and problems you couldn't control in the past, and identify concrete strategies and practices that work for you. Set boundaries early on for what you will share and with whom, how and with whom you will process both good and bad things, how you will engage with well-intentioned and curious onlookers (especially friends and family), and how/if you will engage in social media (including the infamous jobs wiki).
- **Failure is inherent in the process,** no matter how successful your outcome. It can be painful and discouraging, but it can also be valuable. I grew increasingly numb to rejections, but there were also always new (and unsettling) ways to fail. My first several applications were rejected via form letter; my first interview led to a rejection and no campus visit; and my first campus visit led to a rejection and no offer. I'm grateful for those early failures at every step of the process, because that's where I learned and made adjustments.
- **The job market is expensive.** You have to get interview clothes, you have to pay for Interfolio letters and materials to be sent (\$4-\$6 per letter per place, for example), and if you go to MLA, you have to do that at your own expense. And even though campus visits are covered (travel, lodging, and food) you may still have to front some of the costs and then apply for reimbursement.
- **Keep good records.** When people tell you things or answer your questions, write those things down. Jot down everything you remember from interviews and visits. Have a consistent digital filing and file-naming system in place. And back up your files (I back up to a cloud and an external hard drive).
- **Be responsive and professional in your communication:**
  - Make sure your voicemail greeting is professional, make sure your email signature is professional, and use your university email address to correspond.
  - Check your voicemails, even from weird-looking numbers (as chairs often call from their personal cell phones). I always let calls go to voicemail because I have anxiety

about talking on the phone, but I always responded promptly to messages from search committees.

- Be careful what you share on social media. I strongly advise against sharing any specifics of where you're interviewing/visiting (including check-ins and photos). I also advise against vague-booking/gramming/tweeting anything at all about your search while it's in process, but I've seen a lot of vague-posting, so I may be an outlier.
- Check your email regularly, including your spam folder. One of my materials requests went to spam and it wasn't until I got follow-up from the chair that I realized what had happened.
- It's always good news when they call. Bad news comes over email or in silence.

## **... Before the Ads Come Out:**

### **When to Start**

- The job market starts at the spring conference season the calendar year you go on the market. Go to the conferences in your field and network. Go to job market workshops offered at conferences. Start practicing talking about your dissertation, both in conference presentation format and in brief pitch versions with people you meet.
- Start working on and workshopping your materials in the late spring or summer.
- Ask for your recommendation letters (4-5) in the summer, and ask for them to be done by mid to late September, since the first deadlines will likely be in late September. (See the Materials section for an overview of my timelines, including application deadlines.)

### **What to Work On**

- Documents you should create templates for in the summer: job letter, CV, teaching philosophy, research statement, and a 20-page writing sample. Consider also: diversity statement, administrative statement/philosophy, although I found it easier to develop these in response to specific requests. Gather samples of these documents, and get feedback from different perspectives (including outside your expertise area). See the Materials section for examples of my cover letter and CV (the two most commonly requested items).
- Make a simple professional website for hosting job-related materials, and/or update your university-hosted web page, and curate your public social media presence well in advance of the market. Here's my website: [annsm.us](http://annsm.us).
- Gather sample syllabi and begin sketching syllabi for undergrad and grad courses you might teach.
- Gather syllabi and evaluations from 3 different courses you've taught (although for what it's worth, I was never actually asked to produce course evaluations for any job I interviewed for).
- **Finish as much of your dissertation as you can, if not a full draft, before the market.** Not only does it help to be able to say you've got a full draft done (and they will ask, even when you've said it in your letter), but it also helps you talk about your project more as a book (or project, or set of articles) than as a dissertation. Also, there is no time to write while you're interviewing and doing visits.
- At a job market workshop at a conference, a faculty member told me that if you plan to

apply for research-focused jobs in a certain area or specialty, you'd better have a publication or at least something under review in a journal in that area. My experience on the market confirmed that.

### **...When You're Applying:**

#### **Tracking Ads and Applications**

- Use [rhetmap.org](http://rhetmap.org), but also check the MLA JIL, list-servs, and organization websites for job postings, beginning mid-September. I also saw some job ads first posted on social media.
- Use a spreadsheet to track your applications (see my template at [goo.gl/Riccfu](http://goo.gl/Riccfu)).
- **Save everything**—correspondence, materials, ads, receipt confirmations, etc. Saving pdfs of job ads is important because they can disappear after the close date, and you'll need to consult the language for interviews.
- Use Interfolio to host your recommendation letters, and when you apply for jobs and they ask for reference email addresses, use the "send.LastName12345blahblah@interfolio.com" address that Interfolio provides once the recommender has uploaded the letter. That way Interfolio sends it directly for each system (and often charges your account, if the school isn't subsidizing it) instead of flooding your recommenders' inboxes with a million separate requests.
- All the templates you worked on for your application materials will be useful, but you will also need to customize them for specific jobs and document requests, and inevitably you will still have to create ridiculously specific documents.

#### **Looking Ahead**

- **Interfolio will be very slow or even unresponsive right before big deadline dates** like October 31 or November 14, so plan accordingly.
- Consider registering for MLA and reserving a hotel room even before you know if you have MLA interviews. By the time I found out I had MLA interviews, it would have been too late to get a hotel room.
- Get a flu shot in early October.

### **...When You Get Materials/Dossier Requests:**

- These requests sometimes come before you get an interview and sometimes after you do your interview. Sometimes they come through Interfolio or the university application system, but often they come via email from the search chair.
- When the request includes multiple items, gather them in a single PDF with a cover letter that frames/outlines the contents according to their request (unless it's through a system with specific document placeholders).
- Prepare yourself for the reality that materials requests will often have a tight turnaround, and they'll be happening when you're also preparing for interviews or campus visits.

### **...When You're Interviewing:**

## Preparing

- Re-read the ad, and prepare to speak to what they're asking for. Tip: when you see a list of expertise areas in an ad joined with an "and/or," assume that it's an "and," not an "or," and that you will be asked about all areas in the interview.
- Ask for the names of the people you'll be interviewing with in advance of the interview.
- **Triple check time zones for interview times.**
- Practice:
  - Try to keep your answers reasonable in length. You can always stop after a minute or two and say something like "that's a quick overview, but I'd be happy to say more about that if you're interested," but you need to have a feel for the timing.
  - Don't work backwards into an answer, and don't ramble. Start your answer with a clear thesis/topic sentence, then elaborate/give an example. This is why it's so important to practice and prepare. If you're asked a question you're not immediately prepared for, it's better to take a beat and work out an answer in your mind (instead of launching into word salad).
- Prepare:
  - Pretty much every school will ask you in the interview why you want their job, and even if they don't, you should work it in.
  - Inevitably you'll be asked about courses you'd want to teach or develop, and that can feel like walking into a political minefield. Anis Bawarshi's excellent solution to this is to begin your response by saying something like "I'd want to come there and learn more about your program and students and needs, but based on what I've seen on your website and in your ad, here are a couple of courses I'd be interested in..."
  - Always have multiple questions prepared to ask at the end of the interview, and try to make them specific and responsive to the particular job. Design your questions in such a way that they are both seeking information *and* giving you a chance to showcase something that might not have been covered in the interview questions.

## Skype Logistics

- Do a practice Skype interview, no matter how awkward it seems. Get feedback not only on your answers but also lighting, camera angle, sound, body language, speech rate and tone, background, and clothing.
- **Wear discreet earbuds during Skype interviews to prevent feedback on your end,** but be prepared for distracting feedback from their end (and other technical difficulties).
- Maintain eye contact by looking at the webcam—don't watch yourself in the bottom corner of the screen. Maintain good posture, keep your hands on or above the table/desk, and be mindful of the scale of your gestures.
- When you're first starting Skype interviews, make cheat sheets to put up right behind your webcam with talking points and notes on the institution (committee names, faculty names, course names/numbers, programs, etc.). But don't write in sentences, because then you'll read. Practice so that you sound fluent and can speak from keywords and short phrases.
- As difficult as it is to imagine at first, if you do enough interviews, your answers really will all go to autopilot. After a few interviews, you won't even need the elaborate cheat sheets behind your computer screen—just a couple sticky notes by your webcam with course numbers and search committee names.

### MLA Logistics

- Especially if it's your first interview, practice an in-person interview, and pay attention to posture, hands/gestures, body language, etc.
- **Don't schedule back to back interviews at MLA:** your interviews will likely be in different hotels, your interviewers might be running behind schedule, and you might have to track down the search chair to get the hotel room number if they don't give it to you when they arrive. Note that some hotels will refuse to give out the room number but will agree to transfer your call to the room if you can confirm whose name it's under, but be careful when you call—you don't want to call in the middle of someone else's interview.
- If you bring syllabi or other materials to hand out at MLA, don't distribute them until the end of the conversation.

### Follow-Up

- They should give you a timeline update at the end of the interview. If they don't, ask.
- After interviews, promptly send a thank-you email to your interviewers. I often used this email also as a follow up to include a syllabus or two for courses we'd discussed in the interview. (See the Materials section of this manual for examples of my correspondence.)

### **...When You're Doing Campus Visits:**

#### Clothes

- You are being interviewed from the moment you are met at the airport until the moment you are dropped off at the airport. Throw on a blazer over your travel clothes when you arrive and never drop your guard, even in the most informal or unofficial-seeming moments.
- Plan to wear suits every day you're on campus. I heard that women should wear pantsuits, not skirts or dresses—do with that what you will. Wear your most formal suit/outfit on the day of your job talk. I wore a black pantsuit on my job talk days and a blazer and pants on other campus days. Travel days were business casual (I often wore black jeans and a comfy cotton blazer).
- Have a plan for spills and wardrobe malfunctions.
- Wear shoes you can really walk in. I often logged 3-4 miles of walking in a day. And be prepared to walk in grass or on other terrain, or even to go on spontaneous hikes (yes, in your interview clothes).
- Plan for how your clothes will get cleaned when you have back-to-back campus visits.
- **Pack at least one extra outfit on each campus visit** in case of wardrobe malfunction or in case you end up having to go straight to the next visit without returning home (I had a travel nightmare that stranded me an extra day in one campus visit location so that I had to fly straight to my next visit instead of returning home, and I was very grateful for the extra clothes I'd packed.)

#### Preparation

- Accelerated searches with December visits can be scary, but they can also be good practice for regular season visits (January-February). My first interview and my first campus visit were both in accelerated searches, and they both were failures—but incredibly valuable

failures.

- Ask the search chair, if they don't tell you, how long your talk should be and if they have a preference on how you allot the time (research, teaching, discussion). Most of my job talks were 30-45 minutes of presenting and 15-30 minutes of Q&A. Also: don't read your talk.
- Teaching demonstrations can be awkward, but again, ask for as much information as you can about the context, audience, and expectations. In my first teaching demonstration, my audience was faculty. In my second teaching demonstration, my audience was undergraduate students and faculty. In both cases, I approached it like a workshop, but I made certain to explain my rationales for what I was doing, which is what they want to know.
- **Check with the search chair before your visit about tech specs in your presentation room.** Bring your own dangle if you have a Mac. Ask for campus internet log-in help early on in your visit. Have a flash drive for transferring presentation materials if necessary.
- Make your audio/visual materials accessible. I provided captioned slide decks and video transcripts on a visit-specific URL on my website (like [annsm.us/UA](http://annsm.us/UA)), and I hid the campus visit pages from navigation so you could only get there with the URL.
- Do your homework: know the department inside and out and have lots of questions prepared to ask in your many meetings. You will constantly be asked if you have questions, and it's awkward if you don't.
- I didn't bring syllabus copies to hand out on visits because I had already sent materials digitally and also had materials available on my website, but if you haven't sent things already, or if you have additional things to share, bring them. But don't distribute them until the end of a conversation.

### Surviving

- You sometimes won't get to eat or drink much at meals because you'll be talking to people. Bring water and snacks in your bag, and be prepared to eat/drink in a bathroom stall, because that might be the only place you can. It is so important to stay hydrated, particularly if you're interviewing in a warm or arid climate and/or at higher altitude.
- Your first campus visit may feel like the most exhausting thing you have ever done, but your body and mind can and will adapt.
- Brace yourself for illness: despite obsessive hand-washing, I got a cold at MLA, and I got the flu in early February. My year on the market, the flu strain in the vaccine didn't match what went around, so I still got the flu. I came down with it on my job talk day at one campus visit, had to cancel the next visit because I couldn't get out of bed, and was still weak when I went to the visit after that. For that last visit, I wore a mask on the flights, and I wish I had worn a mask on every flight.

### Etiquette

- The delicate dance of wine: some say you should be sober at all times, and others say you can order if others do. I say read the room, and most importantly, do what feels comfortable for you in that moment. I usually nursed one glass.
- **It's so important to keep smiling and keep your energy up in every interaction**—from small talk to formal events—no matter how exhausted you are. Show interest in everyone and everything, and do everything you can to remember names and personal details.
- Be gracious and enthusiastic, but keep your expectations in check: people will tell you you're

doing great on a campus visit even if they aren't going to make you an offer.

- Search committees should not ask you about your family status, orientation, citizenship status, etc., but it's a good idea to be prepared for how you will respond if someone crosses that line (probably accidentally or unintentionally, but still). See <https://www.insidehighered.com/advice/2015/05/18/essay-how-handle-illegal-questions-during-academic-job-interviews>.

### **Follow-Up**

- Just like with interviews, they should tell you their timeline at the end of the visit. Ask if they don't.
- Send a prompt thank-you email to the search committee after your visit. (See the Materials section of this manual for examples of my correspondence.)

## **...When You're Getting and Negotiating Offers:**

### **Timelines**

- Typically, you'll get a phone call with a verbal offer, then you'll get a follow up written offer (and if you don't, ask for one). They'll also provide an official offer letter (in digital copy, though sometimes they'll also mail you a hard copy) that has been approved by the dean/provost. They'll have to re-do the letter if they provide it before you negotiate. That letter is what you sign to officially accept, although you'll often verbally accept first in a phone call to the chair. But even after you accept, your appointment is still contingent on final approval from the board of regents (which may not happen for months) and on your finishing your degree by the time they specify.
- You should get two weeks to respond to the initial offer, and you should take as much of that time as you can. I had an offer retracted (due to funding falling through) five days after it was extended.
- **Don't accept an offer outright.** When you get the call, express your excitement and gratitude, ask for any clarifications you need off the top of your head (including a time frame for decision, if they don't specify, or if they're pressuring you to respond immediately), and then say something like "I'm looking forward to discussing this offer with [mentors/family/etc.], and I'll be back in touch soon."
- Once you get your first offer, you can and should let all the other places you visited or will visit know that you have an offer and have (usually) two weeks to respond. This is crucial for getting as many of your offer timelines to align as possible.
- Once you accept an offer, backing out could have legal consequences. Thus, when your offer timelines don't line up (and they almost certainly will not all line up), you may find yourself having to either take the sure thing or let an offer go and gamble on getting the offer you want.

### **Negotiating**

- Frame your requests in terms of shared interests and expectations, rather than adversarially or as demands. Take every opportunity to express gratitude for the chair's support and advocacy.
- Prioritize your base salary in negotiations, because this is the basis for promotion and merit



raises. Start with salary, but you can also ask for more start-up funds, conference travel funds, summer salary, moving expenses, money for a house hunting trip, etc. I was advised to prioritize and make just a couple of initial requests, then have a few more back-up requests if the first ones don't work out. I didn't negotiate a partner hire, but I'm told that if you do, you might not have as much leverage in salary and other areas.

- You don't have to have a competing offer to negotiate. I negotiated a salary increase in my first offer without another offer in hand, and I then used it as leverage with my next negotiation. Find out from your mentors what a competitive salary is for the type of position/institution, and factor in cost of living.
- Negotiations aren't just about money: think about other things you need and want, like access to spaces/equipment/resources/support, temporary course releases (a first-year release or pre-tenure release is pretty typical), the terms of administrative or service work, etc.
- Positionality and privilege matter at every step of the process, including negotiations. From my position as a white woman, I heard that women are often more successful in negotiating salary increases when they frame their negotiations in terms of supporting family—again, do with that what you will. (See also: Babcock and Laschever's *Ask for it: How Women Can Use the Power of Negotiation to Get What They Really Want*.)

### **Etiquette**

- When you decline offers, you can avoid burning bridges or subsequent conference awkwardness by reaching out to search committee members and people who took a special interest in you and thanking them again for their support, saying it was a difficult decision, and indicating you'd like to stay in touch.
- Even when you don't get the offer, make the effort not to burn bridges. Think big picture: these are still colleagues in your field, and you never know when and how your paths might cross again.

# Ann Shivers-McNair's Job Search Materials

Every candidate's search is different, and every school's process is unique, so below I provide a brief overview of my search. The headings correspond and are linked to the sub-sections of this section. The materials I've included as examples are from the position I accepted.

## **Applications**

- 35 total applications
  - Two fields: technical communication and composition
  - Targeted search: mostly R1 and R2 institutions (no geographic restrictions)
- First application deadline 9/30; last application deadline 11/30

## **Preliminary Interviews**

- 15 total interviews
  - 13 Skype (shortest was 20 minutes, average was 30 minutes, longest was 45 minutes)
  - 2 MLA (both 45 minutes)
- Often preceded or followed by a request for additional materials
- First interview 11/11, last interview 1/27

## **Campus Visits**

- 9 total campus visit invitations
  - 7 completed (one canceled due to illness; one declined due to late timeline)
  - Typically 3-4 days (including travel)
- First campus visit 12/1; last campus visit 2/8

## **Offers**

- 5 total offers
  - University of Arizona: Assistant Professor and Director of Professional and Technical Writing (accepted)
  - North Carolina State University: Assistant Professor of Composition and Associate Director of First-Year Writing
  - University of Hawai'i at Manoa: Assistant Professor of Composition and Rhetoric
  - University of Central Florida: Assistant Professor of Digital Rhetoric (retracted five days later and modified to one-year visiting assistant professor)
  - New Mexico State University: Assistant Professor of Technical Communication
- Negotiations/counteroffers: U of A and NC State
- First offer 2/2; last offer 2/14

# Applications

This section includes the following:

- U of A job ad (listed on MLA JIL)
- My job letter for U of A
- My CV

*Note: In addition to my letter and CV, I also provided letters of recommendation (via Interfolio) and a 20-page writing sample (an article manuscript that introduces the theoretical and methodological contributions of my dissertation and that outlines the project).*

## (UPDATED) Assistant Professor of English

### Position Details

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#### Position Information

**Title** (UPDATED) Assistant Professor of English

**Department** English (0429)

**Medical Sub-Speciality**

**Location** Main Campus

#### Position Summary

**Please note: The review date has been corrected to reflect 11/10/2016 rather than 01/09/2017. Additionally, the minimum qualification and corresponding supplemental question has been modified.**

Recognizing the far-reaching public demand for well-trained, diverse, and imaginative professionals—from grant writers to scientists—the Department of English at the University of Arizona invites candidates for an assistant professor in Professional & Technical Writing with an interest in developing undergraduate and graduate curriculum. The successful candidate will provide faculty leadership in a new face-to-face and online Undergraduate Certificate in Professional and Technical Writing, future curricular expansions in this area, and graduate courses in technical communication, writing, and rhetoric.

Preference will be given to candidates with research and teaching that addresses intercultural, cross-border, and diversity issues in technical, science, medical, risk, and/or professional communication. Candidates with broad methodological backgrounds and a range of teaching experiences in areas such as usability studies, human-user experience, and digital media are also encouraged to apply. The position will be located in the nationally ranked Ph.D. Program in Rhetoric, Composition, and the Teaching of English (RCTE) in the Department of English. The Department also has strong relationships with the School of Information, Institute of the Environment, Department of Mexican American Studies, Gender and Women's Studies Department, and many other academic and research units on campus and outreach communities in Arizona, nationally, and globally.

**Basic Qualifications:** Applicants must have a PhD in Rhetoric & Composition, Technical Communication and Rhetoric, English, or a related field. Applicants also must have a record of productive scholarship, a superior teaching record, and the ability to collaborate within and across programs at the university level.

Questions about the position should be sent to the search committee chair, Dr. Damian Baca ([damian@email.arizona.edu](mailto:damian@email.arizona.edu)).

*Outstanding UA benefits include health, dental, and vision insurance plans; life insurance and disability programs; UA/ASU/NAU tuition reduction for the employee and qualified family members; state and optional retirement plans; access to UA recreation and cultural activities; and more!*

Accepting a new position is a big life step. We want potential candidates and their families to be able to make informed decisions. Candidates who are considering relocation to the Tucson or Phoenix area, and have been offered an on-site interview, are encouraged to use the free services offered by [Above & Beyond Relocation Services \(ABRS\)](#). Ask your department contact to be introduced to ABRS prior to your visit.

The University of Arizona has been recognized on Forbes 2015 list of America's Best Employers in the United States and has been awarded the 2015 Work-Life Seal of Distinction by the Alliance for Work-Life Progress! For more information about working at the University of Arizona, please [click here](#).

#### Duties & Responsibilities

- Conduct an active program of scholarly research and publication.
- Collaborate with colleagues across the Department, College, and University on research, educational, and outreach initiatives.
- Teach graduate courses in RCTE and undergraduate courses in the Department of English.
- Provide faculty leadership in Professional and Technical Writing curriculum, including undergraduate, graduate, online, and face-to-face.

- Advise RCTE master's and doctoral students on professional activity, employment, research, and publication.
- Contribute service to the Department, University, College, and community.

**Knowledge, Skills, & Abilities**

**Minimum Qualifications** Ph.D. in Rhetoric & Composition, Technical Communication and Rhetoric, English, or related field (ABD accepted).

**Preferred Qualifications**

**Rank** Assistant Professor

**Tenure Information** Tenure Track (T/TE)

**FLSA** Exempt

**FTE** 1.0

**Full Time/Part Time** Full Time

**Number of Hours Worked per Week** 40

**Benefits Eligible** Yes - Full Benefits

**Posted Rate of Pay** DOE

**Job Category** Faculty

**Type of criminal background check required:** Name-based criminal background check (non-security sensitive)

**Posting Detail Information**

**Posting Number** F20690

**Number of Vacancies** One

**Desired Start Date** 08/14/2017

**Position End Date (if temporary)**

**Limited to Current UA Employees** No

**Contact Information for Candidates** Dr. Damian Baca  
damian@email.arizona.edu

**Open Date** 10/13/2016

**Close Date**

**Open Until Filled** Yes

**Review Begins On** 11/10/2016

## Special Instructions Summary

### Diversity Statement

At the University of Arizona, we value our inclusive climate because we know that diversity in experiences and perspectives is vital to advancing innovation, critical thinking, solving complex problems, and creating an inclusive academic community. We translate these values into action by seeking individuals who have experience and expertise working with diverse students, colleagues and constituencies. Because we seek a workforce with a wide range of perspectives and experiences, we encourage diverse candidates to apply, including people of color, women, veterans, and individuals with disabilities. As an Employer of National Service, we also welcome alumni of AmeriCorps, Peace Corps, and other national service programs and others who will help us advance our Inclusive Excellence initiative aimed at creating a university that values student, staff, and faculty engagement in addressing issues of diversity and inclusiveness.

### Quick Link for Internal Postings

<http://uacareers.com/postings/14075>

## Supplemental Questions

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Required fields are indicated with an asterisk (\*).

1. \* Can you perform the essential functions (job duties) of this position with or without accommodation?

- Yes
- No

2. \* Where did you first learn about this position?

- Arizona Daily Star
- Arizona Republic
- ArizonaDiversity.com
- Careerbuilder.com
- Chronicle of Higher Education
- Department of Economic Security (DES)
- Diverse Issues in Higher Education
- HigherEdsJobs.com
- Hispanic Outlook in Higher Education
- Indeed.com
- InsideHigherEd.com
- Jobing.Com
- LinkedIn
- Local Job Banks
- Pima County One-Stop
- Professional Conference
- Professional journal/publication
- Referred by UA Employee
- Invited by Dept to Apply
- UA Website
- Other

3. \* Do you have a Ph.D. in Rhetoric & Composition, Technical Communication and Rhetoric, English, or a related field (ABD accepted)?

- Yes
- No

## Documents Needed to Apply

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### Required Documents

1. Curriculum Vitae
2. Cover Letter
3. Writing Sample



UNIVERSITY OF WASHINGTON  
Seattle, Washington 98195

ENGLISH DEPARTMENT

8 November 2016

Dr. Damián Baca  
Chair, Search Committee  
Department of English  
Modern Languages Building Rm. 445  
1423 E. University Blvd.  
Tucson, AZ 85721

Dear Professor Baca and Search Committee:

I am writing to apply for the Assistant Professor of English position in the Department of English at the University of Arizona as advertised on the MLA Job Information List. I am a doctoral candidate at the University of Washington in Seattle, where I have completed a full draft of my dissertation and will defend it in June 2017. My research and teaching interests are situated at the intersection of technical communication and computers and composition, and I would bring to this position experience in publishing, teaching, and writing program administration in two different institutional and geographic settings.

As a researcher and teacher, I am interested in how we mark boundaries in terms of what counts as writers, writing, bodies, technologies, and disciplines. Because how we mark boundaries is entangled with what we make matter and what we exclude from mattering, and because boundary marking practices are dynamic and localized, I am committed to accounting for these rhetorical practices in ethical ways. But this work presents a methodological challenge: how do we account for the dynamic marking of material-discursive boundaries in ways that do not treat boundaries (including those of subject and object, mediator and mediated) as starting points? In my dissertation, *Making, Marking, Mattering: What We Can Learn about Writing, Rhetoric, and Technology from a Makerspace*, I draw on data from a year-long ethnographic case study of a makerspace in Seattle to argue for and model a theoretical and methodological apparatus for studying making as mattering, and I offer accounts that explore acts of making at three levels: 1) the ongoing making and re-making of the research(er) apparatus, which involved integrating myself into the knowledge, social relations, and practices of the makerspace, as well as integrating theory and findings; 2) the ongoing making and re-making of bodies, relations, and the makerspace itself; and 3) the connections between the local makerspace and the global maker movement and cross-cultural technology designs through which both technologies and bodies are made (or unmade).

The results of my study speak both to growing interest in makerspaces as well as to ongoing conversations about the entanglement of bodies, technologies, and communication in digital rhetorics and cultural usability studies. I highlight the ways in which neither “maker” nor “space” is a given in a makerspace, the ways in which writing is both entangled with and marked as different from other forms of making, and the ways in which work toward diversity and access in technology is a highly localized practice, even in an increasingly global movement. I also offer implications for teaching rhetoric and writing—including a reminder that makerspaces and maker culture, even when we import them into our classrooms, can privilege certain kinds of making and bodies. I have begun to put insights from my research into practice in the course I currently teach, an advanced undergraduate course in digital rhetoric that emphasizes decolonial and feminist perspectives. I have also begun to share implications for the field: a discussion of a digital research method I developed for the dissertation project has been accepted at

**Comment [AES1]:** If you're ABD, it's good to give a concrete sense of your progress and when you will defend.

**Comment [AES2]:** It's important to pay close attention to the wording of the job ad and to try to tie it in naturally in at least a few places in the letter. For example, if the job ad calls it “composition studies,” this is not the place to take your stand on calling it “writing studies” instead. And if they're looking for someone to develop certain courses or run a program, you'd gesture briefly toward that relevant experience here.

**Comment [AES3]:** The second paragraph should introduce your dissertation (for a research-focused job), but I learned from Anis Bawarshi that before you go straight into the dissertation description, you should offer a broader statement of your professional identity that ties in thematically not only to your dissertation and research paragraphs but also to your teaching and admin paragraphs. This was the most difficult part of the letter for me and took several drafts and a lot of feedback.

**Comment [AES4]:** For a teaching-focused job, the introduction of your dissertation is paragraph 4, not paragraph 2. So it would go 1) introductory paragraph, 2) teaching paragraph, 3) admin/service paragraph, 4) dissertation/research paragraph, 5) conclusion paragraph.

**Comment [AES5]:** The discussion of the results/findings/implications of your dissertation doesn't necessarily have to start a new paragraph. In many cases, the dissertation paragraph is just one paragraph. I'm using this paragraph as a transition between dissertation and the research trajectory paragraph (which is the next standard move/paragraph for a research-focused job).

*Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, and a manuscript coauthored with makerspace co-founder Clarissa San Diego on diversity advocacy as a localized practice has been accepted for a special issue of *Technical Communication* on globalizing user experience, to be published in February 2017. Additionally, my work has been published or is in press in *College Composition and Communication*, *Basic Writing e-Journal*, *Across the Disciplines*, and *FORUM: Issues about Part-Time and Contingent Labor*, as well as two edited collections from Utah State University Press.

The disciplinary range of these venues illustrates the range of applicability of my work and, more importantly, my commitment to interdisciplinarity as a practice not merely of marking difference but of working across difference. In my ongoing user research collaboration with Professor Jeffrey Grabill, Professor William Hart-Davidson, and Michael McLeod, the inventors of Eli Review (an application for facilitating peer review developed at Michigan State University), I explore, both as a researcher and a teacher, the intersections of bodies, writing, teaching, and technology. Our commitment to being accountable for how interfaces shape which bodies and meanings and possibilities can come to matter—and which bodies, meanings, and possibilities are excluded—has, in turn, influenced how I approach peer review: more than an opportunity to improve a draft, peer review is a practice of accountability for what possibilities our rhetorical choices and actions open up (and for whom), and what possibilities they close down (and for whom).

Over nearly a decade of teaching writing, I have come to see teaching as a localized, responsive practice that is entangled with boundary marking. Because the boundaries I mark as a teacher and the boundaries students mark shape what and who count, and what gets made, I am committed to acknowledging those marks. I aim to learn and honor the communicative and experiential resources students bring with them to the classroom, to create ethical spaces for them share and seek out resources, to help them set and be accountable to challenging but achievable goals, and to get out of the way of their creativity and innovation. As an instructor and coordinator of the basic writing program at The University of Southern Mississippi, where the student population mirrors the diverse demographics of the state, I worked with military veterans in my basic and first-year writing courses to create an informal learning community for student-veterans, led by student-veterans. I was honored to receive the Outstanding Faculty Award from the USM athletics department for my work supporting student athletes, particularly in our basic writing program. At the University of Washington, where international students comprise a significant portion of the student body, my commitment to practicing accountability has continued and been enriched by my research: I center collaborative accountability practice—in the form of peer review, studio presentations, and student-generated rhetorical effectiveness measures—in the classroom, at every step of the writing process, and in my assessment practices. My work to provide rhetorical training that honors the diverse cultural and communicative resources students bring has been recognized with the Richard Dunn First Year Teaching Award.

I also approach my program leadership work as an ongoing, collaborative accountability practice. In five years of writing program administration work, both at USM and UW, I have learned the importance of seeking out and listening to stakeholders—students, teachers, administrators, and community members—at every stage of programmatic development. At USM, I worked to create a basic writing curriculum that drew on best practices—like credit-bearing stretch courses and studios—but that was responsive to my local context: the constraints of our institution's resources and state laws regarding basic writing placement and, most importantly, the students and teachers in the program. I combined traditional end-of-year programmatic assessment methods, such as assessing student portfolios and tracking grades and retention data for our students beyond the program, with ongoing conversations with the teachers and students in the program, as well as other university stakeholders, particularly in my role on the executive committee of the university's quality enhancement plan for writing and speaking on campus. At UW, I have supported teaching assistants teaching in the writing program for the first time, as well as English department TAs and faculty teaching in our computer-integrated labs. Whether I am mentoring a first-time TA, developing workshops or digital resources for faculty and TAs across the department, or developing a multimodal composition course sequence for the department's writing minor, my goal is to help teachers take

**Comment [AES6]:** Many of the models I looked at started the research trajectory paragraph with the list of non-dissertation publications, but because I have that transition paragraph between dissertation and research trajectory, I split these sentences so the second one becomes a topic sentence/argument for the research trajectory. **The research trajectory paragraph is for research-focused positions** where you need to demonstrate your tenure-ability, so it should gesture toward ongoing, multiple projects. It should tie back thematically to your articulation of your professional identity in paragraph 2.

**Comment [AES7]:** The teaching paragraph should also be framed in relation to the professional identity through-line. It's like a super condensed version of your teaching philosophy but with perhaps even more concrete examples and less emphasis on expounding philosophy. **For a teaching focused job, this should be paragraph 2 of the letter.** So you begin with your professional identity and then go into teaching rather than dissertation.

**Comment [AES8]:** The admin paragraph is basically a super condensed philosophy of administration that ties back to that professional identity through-line and is concretely focused like the teaching paragraph. **For a teaching-focused job, this paragraph becomes #3.**



stock of their own expertise and goals, be responsive to their students' experiences and goals, and find a creative way to engage those goals within the ideological and physical infrastructure of programs and classrooms.

Ultimately, my goal is to build and support communication practices that are accountable to and effective for communities both in and beyond the university. I look forward to discussing these possibilities further with you, and I have enclosed my curriculum vitae and a writing sample. Letters of recommendation from Professor Anis Bawarshi, Professor Candice Rai, and Professor Jeffrey Grabill will arrive via Interfolio. I can be reached by phone at 601-842-8114 or by email at [asmcnair@uw.edu](mailto:asmcnair@uw.edu). Thank you for your consideration.

Sincerely,



Ann Shivers-McNair

**Comment [AES9]:** The conclusion paragraph is pretty standard and brief. Most letters I looked at for beginning assistant professor positions were two pages or just-beginning-the-third page.

# Ann Shivers-McNair

University of Washington  
English Department Box 354330  
Seattle, WA 98195-4330  
asmcnair@uw.edu | 601-842-8114 | annsm.us

## EDUCATION

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### **Doctor of Philosophy, English, University of Washington, expected June 2017**

**Specialization:** Rhetoric, composition, and professional writing

**Dissertation:** *Making, Marking, Mattering: What We Can Learn about Writing, Rhetoric, and Technology from a Makerspace*

**Committee:** Anis Bawarshi (director), Juan Guerra, Candice Rai, and Mark Zachry

### **Master of Arts, English, The University of Southern Mississippi, 2010**

**Specialization:** Creative writing (poetry)

**Thesis:** *Disappointing Shades* (a poetry chapbook manuscript with a critical introduction)

**Committee:** Julia Johnson (director), Angela Ball, and Ellen Weinauer

### **Bachelor of Arts, Samford University, 2006**

**Majors:** English and French (summa cum laude)

## TEACHING AND ADMINISTRATIVE APPOINTMENTS

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### **University of Washington**

Assistant Director, Computer-Integrated Courses, English Department, 2015-2016

Assistant Director, Expository Writing Program, English Department, 2014-2015

Graduate Teaching Associate, English Department, 2013-present

### **The University of Southern Mississippi**

Basic Writing Coordinator and Visiting Instructor, English Department, 2010-2013

Graduate Teaching Assistant, English Department, 2008-2010

## PUBLICATIONS

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### **Refereed Journal Articles**

**Shivers-McNair, Ann.** "3D Interviewing with Researcher POV Video: Bodies and Knowledge in the Making."

Accepted at *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* (PraxisWiki).

Romero, Yasmine, and **Ann Shivers-McNair**. "Encountering Globalization: Guiding Praxis Principles." Accepted for a spring 2017 special issue of *Across the Disciplines* edited by Steff Frigo and Collie Fulford.

**Shivers-McNair, Ann**, and Clarissa San Diego. "Localizing Communities, Goals, Communication, and Diversity: A Collaborative Approach." Accepted with minor revisions for a February 2017 special issue of *Technical Communication* edited by Huatong Sun and Guiseppe Getto.

**Shivers-McNair, Ann**, and Joyce Olewski Inman. "Story-Changing Work and Asymmetrical Power Relationships in a Writing Center Partnership." *Basic Writing e-Journal* 13.1 (Fall 2014): Special Issue on Basic Writing, Community Engagement, and Interdisciplinarity.

**Shivers-McNair, Ann**. "(Becoming) At Ease: Teaching First-Year Writing on a Military Post." (A vignette.) *College Composition and Communication* 66.2 (2014): 231-3.

**McNair, Ann**, and Amy Lynch-Binie. "The Ethos of Contingency and Writing Program Administration." *FORUM: Issues about Part-Time and Contingent Faculty* 16.2 (2013): A6-A12.

### **Refereed Book Chapters**

Guerra, Juan, and **Ann Shivers-McNair**. "Toward a New Vocabulary of Motives: Re(con)figuring Entanglement in a Translingual World." *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*. Eds. Bruce Horner and Laura Tetreault. Logan: Utah State University Press. Forthcoming, 2017.

**Shivers-McNair, Ann**. "A New Mission: Veteran-Led Learning Communities in the Basic Composition Classroom." In *Generation Vet: Composition, Veterans, and the Post-9/11 University*. Eds. Lisa Langstraat and Sue Doe. Logan: Utah State University Press, 2014. 216-39.

### **Conference Proceedings**

**Shivers-McNair, Ann**. "Response to Clay Spinuzzi's Plenary." Solicited for an edited collection of the proceedings of "College Writing": From the 1966 Dartmouth Seminar to Tomorrow, edited by Christiane Donahue.

Gonzales, Laura, Jaclyn Fiscus, Lilian Mina, Cristina Sánchez-Martin, and **Ann Shivers-McNair**. "Beyond a Single Language/Single Modality: Crossing Multimodal/Translingual Pedagogies." Accepted for *Computers and Writing 2016 Proceedings*. WAC Clearinghouse.

**Shivers-McNair, Ann**. "Making and Mattering." Accepted for *RSA16 Proceedings: Rhetoric Changes*, edited by Jenny Rice and Chelsea Graham. Intermezzo and Parlor Press.

## **MANUSCRIPTS IN PROGRESS**

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**Shivers-McNair, Ann**. "Rhetoric in Three Dimensions: Toward an Accountable Multimodal Pedagogy." Chapter solicited for *DIY Composition*, a collection edited by Frank Farmer and Jason Luther and under consideration.

Guerra, Juan and **Ann Shivers-McNair**. "Rhetoric and Citizens in the Making." Chapter solicited for *Rhetorical Education and the Global University*, a collection edited by Christopher Minnix and under consideration.

**Shivers-McNair, Ann**. "Rhetoric in the Making: Boundary Marking and the Ethics of Mattering." An article-length manuscript that introduces the theoretical-methodological contribution of my dissertation.

## **AWARDS, FELLOWSHIPS, AND GRANTS**

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### **Teaching Awards**

Richard J. Dunn First Year Teaching Award, English Department, University of Washington, 2014

Outstanding Faculty Award, The University of Southern Mississippi Athletics Student Academic Enhancement Program, 2013

### **Research Fellowships**

Mildred Cartwright Hainer Dissertation Fellowship, English Department, University of Washington, 2017

English Department Nominee, Alvord Interdisciplinary Fellowship in the Humanities, University of Washington, 2016

Louise McBee Graduate Fellowship, National Alpha Lambda Delta Honor Society, 2008-2009

### **Research and Travel Grants**

Writing Research Collective Grant, University of Washington, 2016 (\$200)

Simpson Center for the Humanities Grant for the 2016 Digital Humanities Summer Institute, University of Victoria, BC, co-authored with Kimberlee Gillis-Bridges and Jaclyn Fiscus (\$1,500 per person)

Simpson Center for the Humanities Grant for Teaching with Technology Graduate Interest Group, co-authored with Alexandra Burgin and Tesla Schaeffer, University of Washington, 2015-2016 (\$1,000)

Graduate and Professional Student Senate Travel Grant, University of Washington, 2015 (\$300)

Computers & Writing/Graduate Research Network Travel Grant, 2014 (\$225), 2015 (\$135), and 2016 (\$130)

Council on Basic Writing/Conference on College Composition and Communications Fellowship, 2012 (\$500)

## **INDUSTRY AND EDITORIAL EXPERIENCE**

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Editorial Assistant, *Composition Forum*, 2015-present

User Researcher and Consultant, Eli Review (elireview.com), 2014-present

Section Editor and Magazine Proofreader, *Mississippi Magazine*, Jackson, Mississippi, 2007-2010

Managing Editor, *Robert Frost Review*, The University of Southern Mississippi, 2009-2010

Senior Editor, Pecan Row Press, Jackson, Mississippi, 2009-2010

Managing Editor, *Product 23*, Center for Writers, The University of Southern Mississippi, 2009

Marketing and Community Relations Specialist, Hinds Community College, 2007-2008

## **SELECTED PROFESSIONAL AND CREATIVE PUBLICATIONS**

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### **Professional Blogs**

**Shivers-McNair, Ann.** "What Can We Learn about Writing and Rhetoric from a Makerspace?" *Sweetland Digital Rhetoric Collaborative*, Gayle Morris Sweetland Center for Writing, University of Michigan. 17 Mar. 2016.

**Shivers-McNair, Ann.** "[Computers and Writing Conference panel] H3: Morris and Sheridan Engage 3D Rhetoric." *Sweetland Digital Rhetoric Collaborative*, Gayle Morris Sweetland Center for Writing, University of Michigan. 26 July 2015.

**Shivers-McNair, Ann.** "FERPA Law and Digital Tools." *English Computer Integrated Courses: Exploring Pedagogy and Technology*, English Department, University of Washington. 9 Apr. 2015.

**Shivers-McNair, Ann.** "A Live Feed for Classroom Peer Review." *HASTAC* (Humanities, Arts, Sciences, and Technology Alliance and Collaboratory). 4 Mar. 2015.

## Creative and Literary

**McNair, Ann.** “Six Miles on Smithville Road.” *Intentional Walk Review* (2012).

**McNair, Ann.** “Epithalamion for Helen,” “I Rest,” and “Incantation.” In *The Southern Poetry Anthology Volume II: Mississippi*. Eds. Stephen Gardner and William Wright. Huntsville, TX: Texas Review Press, 2010.

**McNair, Ann.** “2009 Robert Frost Bibliography.” *The Robert Frost Review* 19 (2009): 92-3.

## PRESENTATIONS

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### National and International Conferences

**Shivers-McNair, Ann.** “Cyborg Capacities: Making Rhetoric, Making Bodies,” Conference on College Composition and Communication, Portland, Oregon, Forthcoming March 2017

Luther, Jason, Frank Farmer, Marilee Brooks-Gillies, Steven Hammer, Danielle Koupf, Kelly McElroy, Chelsea Murdock, Kristi Prins, Kristin Raveland, **Ann Shivers-McNair**, Martha Webber, and Patrick Williams.

“Handcrafted Rhetorics: DIY and the Public Power of Made Things” (Workshop), Conference on College Composition and Communication, Portland, Oregon, Forthcoming, March 2017

**Shivers-McNair, Ann.** “Marking Mobility: Accounting for Bodies and Rhetoric in the Making,” Watson Conference, University of Louisville, October 2016

Gonzales, Laura, Casey Miles, **Ann Shivers-McNair**, Victor Del Hierro, Matthew Gomes, and Heather Noel Turner. “Roundtable on Digital Methods for Social Justice Technical Communication Research,” Council of Programs in Technical and Scientific Communication Conference, Savannah, Georgia, October 2016 (*Conference cancelled due to Hurricane Matthew*)

**Shivers-McNair, Ann.** Response to Clay Spinuzzi’s plenary address, “What’s Wrong with CHAT?” at “College Writing”: From the 1966 Dartmouth Seminar to Tomorrow, Dartmouth College, August 2016

**Shivers-McNair, Ann.** “Making and Mattering in a Makerspace: Toward a More-than-human Rhetoric,” Rhetoric Society of America Conference, Atlanta, Georgia, May 2016

**Shivers-McNair, Ann.** “Rhetoric and Learning in the Making: Composing Practices in a Makerspace,” Computers and Writing, St. John Fisher College, May 2016

Gonzales, Laura, Jaclyn Fiscus, Lilian Mina, Cristina Sánchez-Martin, and **Ann Shivers-McNair**. “Translingual/Multimodal Pedagogies” (Roundtable), Computers and Writing Conference, St. John Fisher College, May 2016

McLeod, Michael, **Ann Shivers-McNair**, and Jeffrey Grabill. “Tools for Writing Researchers, by Writing Researchers” (Roundtable/workshop-style panel), Computers and Writing Conference, St. John Fisher College, May 2016

**Shivers-McNair, Ann.** “Rhetoric in the Making,” Graduate Research Network, Computers and Writing Conference, St. John Fisher College, May 2016

**Shivers-McNair, Ann.** “Writing in Action: What We Can Learn about Transfer, Uptakes, and Ethics from Makerspaces,” Conference on College Composition and Communication, Houston, Texas, April 2016

**Shivers-McNair, Ann.** “Making Space: A Model,” Clay Spinuzzi’s research methods workshop (Modeling Qualitative Data), Association of Teachers of Technical Writing Conference, Houston, Texas, April 2016

**Shivers-McNair, Ann.** “‘What Is Good English?’: A Pragmatics View of Polite Language in Mississippi Freedom Schools,” Studies in the History of the English Language Conference (SHEL-9), University of British Columbia, June 2015

**Shivers-McNair, Ann.** “Pedagogical and Technological Interventions in Peer Review,” Computers and Writing Conference, University of Wisconsin – Stout, May 2015

**Shivers-McNair, Ann.** "Hacking P.Tracker: Reorienting Interactions with a Fertility App," Computers and Writing Conference, University of Wisconsin – Stout, May 2015

**Shivers-McNair, Ann.** "Writing as/and Making," Graduate Research Network, Computers and Writing Conference, University of Wisconsin – Stout, May 2015

**Shivers-McNair, Ann.** "The Shared Labor of Meaning-Making: Peer Review as a Site for Agentive Negotiations across Difference," Conference on College Composition and Communication, Tampa, Florida, March 2015

**Shivers-McNair, Ann.** "Leveraging Digital Technologies to Advance the Potential of Peer Review Pedagogies," Computer Connection, Conference on College Composition and Communication, Tampa, Florida, March 2015

Fiscus, Jaclyn, and **Ann Shivers-McNair.** "Materializing the Immaterial: Facebook Timelines as Memory Place" (Co-authored presentation), Cultural Rhetorics Conference, Michigan State University, October 2014

**Shivers-McNair, Ann.** "Toward an Ecological View of Electronic Peer Review: Agency, Uptakes, and Transfer," The Graduate Research Network, Computers and Writing Conference, Washington State University, June 2014

**Shivers-McNair, Ann.** "The Discourse of Peer Review," Writing Research Across Borders, Paris, France, February 2014

**McNair, Ann.** "Operation Advocacy: Fostering Student-Veterans' Success and Activism in Writing," Conference on College Composition and Communication, Las Vegas, Nevada, March 2013

**McNair, Ann.** "More Is More: Creating Multi-Layered Peer Review Experiences in a Basic Writing Course." Dartmouth College, Hanover, New Hampshire, August 2012

Inman, Joyce Olewski and **Ann McNair.** "Meta-local: An Obnoxious Term with Real Significance" (Co-authored presentation), Council of Writing Program Administrators Conference, Albuquerque, New Mexico, July 2012

**McNair, Ann.** "From Checkpoint to Gateway: Military Veterans and Personnel in the Basic Writing Classroom," Council on Basic Writing Poster Session, Conference on College Composition and Communication, St. Louis, Missouri, March 2012

Inman, Joyce Olewski, and **Ann McNair.** "Breaking out of the Ghetto: Negotiating Success for the Expanded Composition Program at The University of Southern Mississippi" (Co-authored presentation), Council of Writing Program Administrators Conference, Baton Rouge, Louisiana, July 2011

**McNair, Ann.** "Race and Consumer Identity in College Marketing Materials: Repurposing the Advertisement Analysis Assignment," Conference on College Composition and Communication, Atlanta, Georgia, April 2011

**McNair, Ann.** Poetry and Fiction Reading Panel, Fairy Tale Economies: An Interdisciplinary, International Conference, The University of Southern Mississippi, October 2009

## **Regional Conferences**

Sciolino, Martina, Joyce Olewski Inman, and **Ann McNair.** "Sustainable Culture and the Engaged Humanities in the Composition Classroom" (Roundtable), Mississippi Philological Association Annual Conference, Hattiesburg, MS, February 2013

**McNair, Ann.** Poetry Reading Panel, Mississippi Philological Association Conference, Clinton, January 2009

## **College/University Presentations**

Gillis-Bridges, Kimberlee, **Ann Shivers-McNair,** Jaclyn Fiscus, and Holly Shelton. Multimodality and Teaching Workshop (Co-organizer and co-presenter), English Department, University of Washington, 2015

**Shivers-McNair, Ann.** "The Intersections of Rhetorical Genre Studies and Discourse Analysis." In Yasmine Romero's English 270: The Uses of the English Language in Creating, Maintaining, and Challenging Borders, April 2015

Rai, Candice, Yasmine Romero, Alexandra Burgin, and **Ann Shivers-McNair**. New Teaching Assistant Orientation (Co-organizer and co-presenter/facilitator), Expository Writing Program, University of Washington, September 2014

**McNair, Ann**. "Supporting Veterans and Military-Affiliated Students in First-Year Writing at USM," New Teaching Assistant Orientation, English Department, The University of Southern Mississippi, August 2011

**McNair, Ann**. "First-Year Composition at the University of Southern Mississippi: Program Goals and Learning Outcomes," District Faculty Convocation Session, Hinds Community College English Department, Raymond, Mississippi, August 2011

**McNair, Ann**. "Transcendentalism, Ralph Waldo Emerson, and Henry David Thoreau," In Ellen Weinauer's English 370, The University of Southern Mississippi, 2012

**McNair, Ann**. "Alexander Gardner's *Photographic Sketch Book of the Civil War*," In Ellen Weinauer's English 400, The University of Southern Mississippi, 2011

**McNair, Ann**. "The Poetry of Federico García Lorca," In Jonathan Barron's English 415, The University of Southern Mississippi, 2010

**McNair, Ann**. "'A Large and Liberal Theme': Ishmael's Writerly Conquest in *Moby-Dick*," The University of Southern Mississippi Graduate Symposium, April 2009

**McNair, Ann**. "Nathaniel West's *Miss Lonelyhearts*," In Charles Sumner's English 203, The University of Southern Mississippi, 2008

## PROFESSIONAL DEVELOPMENT

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Dartmouth Institute, College Writing: From the 1966 Dartmouth Seminar to Tomorrow, 2016 (sponsored participant)

Digital Humanities Summer Institute: Palpability and Wearable Computing (Jessica Rajko, Eileen Standley, and Stjepan Rajko), University of Victoria, June 2016

Research Network Forum (Byron Hawk), Rhetoric Society of America Conference 2016, Atlanta, Georgia, May 2016

Teachers Studio: Conversations about English and Language Arts. "English Language Learners and Multimodality: Tools for Addressing the Common Core" (Annie Kuo and Aliza Fones), University of Washington, April 2014

Dartmouth Summer Seminar for Composition Research, 2012

Council on Basic Writing Pre-Conference Workshop, Conference on College Composition and Communication, St. Louis, Missouri, March 2012

Transitioning to College Writing Symposium, Center for Writing and Rhetoric, The University of Mississippi, October 2011

Council of Writing Program Administrators Summer Institute. "Tectonic Shifts in Basic Writing" (Peter Adams and Kelly Ritter), Baton Rouge, Louisiana, July 2011

## TEACHING EXPERIENCE

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### University of Washington

*Average overall instructor rating in student evaluations: 4.7 (out of 5)*

**English 131 Composition: Exposition** (3 sections, including one in a computer-integrated classroom [CIC])

A first-year writing course that offers students analytical and practical tools for communicating within and across academic, professional, and cultural communities. With a focus on genres as negotiated community practices and an

emphasis on critical genre analysis, the course offers a rigorous, rhetorical approach to studying genres in terms of the work they do in communities.

**Communication 220 Introduction to Public Speaking** (3 sections, TA)

A large lecture course, for which I was a section TA, that teaches rhetorical strategies for crafting and delivering speeches in a variety of genres, ranging from impromptu arguments to policy debates and stylistically rich advocacy speeches. In section, students invented, practiced, and delivered their speeches.

**English 382 Special Topics in Multimodal Composition: Rhetoric in the Making** (2 sections, CIC)

A writing-intensive course that explores intersections of multimodal rhetoric and technical communication. Students explore and take risks, set appropriately challenging goals and are accountable to them, and apply concepts from rhetoric, composition, professional and technical communication, and design.

## **The University of Southern Mississippi**

*Average overall instructor rating in student evaluations: 4.6 (out of 5)*

**English 099 Introduction to Composition** (4 sections)

A state-mandated basic writing course that was a prerequisite for taking the traditional first-year writing course. The course explored critical literacy studies and rhetorical strategies for composing in different communities in and outside the academy.

**English 099E Expanded Composition Studio** (3 sections)

This course replaced English 099 and is a one-hour studio that accompanies the first semester of the English 100E/101 Expanded Composition course. Students collaborated to set weekly agendas for the studio that were responsive to their interests and concerns as they worked on projects for English 100E.

**English 100E/101E Composition I – Expanded** (13 sections)

A stretch course that expands the curriculum and learning outcomes of English 101 over two semesters. The course emphasized frequent, low-stakes feedback from peers, instructor, and writing and speaking center tutors, who partnered with the course.

**English 101 Composition I** (3 sections)

The first of two required first-year writing courses, focusing on rhetorical strategies for analysis and argumentation. I taught one section of English 101 at Camp Shelby, a military post near USM, as part of a partnership between the university and the post and as part of my ongoing work supporting military-affiliated students at USM. Two student-veterans I had previously taught served as peer tutors in the course and helped shape the curriculum.

**English 102 Composition II** (3 sections, including an honors section)

The second of two required first-year writing courses, focusing on research. After they were introduced to research strategies, students took up community-based projects that incorporated both primary and secondary sources and that employed a mix of ethnographic and textual methods.

**English 332 Advanced Composition** (2 sections)

An upper level writing-intensive course I taught as “The Politics of Writing,” after Romy Clark and Roz Ivanič’s book. The course examined the intersections of race, class, gender, sexuality, ability, language, and region in how writing standards are made, and students developed community-based critical literacy projects.

## **ADMINISTRATIVE EXPERIENCE**

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### **University of Washington**

Assistant Director, English Department Computer-Integrated Courses, 2015-2016



Supported teaching assistants and faculty teaching with technology. Co-facilitated orientations for new computer-integrated courses (CIC) teaching assistants, observed classes, and held follow-up conversations. Led workshops and wrote user guides (on CIC website and blog) on teaching with technology and multimodal composition. Wrote a manual for the position.

#### **Assistant Director, English Department Expository Writing Program, 2014-2015**

Helped train and support new teaching assistants in UW's composition program. Co-facilitated a seven-day orientation and additional quarterly workshops on composition pedagogy. Observed teaching assistants' classes and held follow-up meetings to discuss challenges. Served on program committees, including a committee that implemented a multimodal composition undergraduate course sequence.

### **The University of Southern Mississippi**

#### **Basic Writing Coordinator, English Department, 2010-2013**

Trained and mentored graduate and faculty instructors and counseled and advocated for students in the basic writing program. Developed curriculum and teaching materials. Conducted yearly programmatic assessment. Maintained program partnerships and co-developed curriculum with the university writing center, speaking center, and libraries. Collaborated with the Director of Composition on program budget and scheduling. Represented program to the department, university, and public.

## **SERVICE**

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### **Professional**

Association of Teachers of Technical Writing Conference Program Committee, 2017

Reviewer, *Computers and Writing Conference Proceedings*, 2016

Proposal Reviewer, Cultural Rhetorics Conference, 2016

Conference Social Media Committee, "College Writing": From the 1966 Dartmouth Seminar to Tomorrow, 2016

Reviewer, Gregory Glau and Chitralekha De Dutttagupta's *Everyday Writing*, Boston: Longman, 2011

Reader, *Mississippi Review* Prize in Poetry, 2008

### **University of Washington**

Member, Expository Writing Program Outcomes Committee, 2015-2016

Member, Expository Writing Program Committee on Multimodal Composition, 2014-2016

Member, Expository Writing Program Assessment Committee, 2014-2015

Member, Teaching with Technology Graduate Interest Group, Simpson Center for the Humanities, 2014-2016

Mentor, English Graduate Student Organization, University of Washington, 2014-2015

Member, Critical Classrooms, English Department, University of Washington, 2013-2015

Officer, Language and Rhetoric Colloquium, 2013-2015

### **The University of Southern Mississippi**

#### *Faculty*

Mentor, English Department New Faculty Mentoring Program, 2012-2013

Mentor, English Department Instructor Mentoring Program, 2011-2013

Co-chair, Expanded Composition Committee, 2011-2013  
Member, Composition Faculty Search Committee, 2012  
Member, University Qualitative Research Community, 2011-2012  
Member, First-Year Composition Textbook Committee, English Department, 2011-2012  
Member, University Quality Enhancement Plan (QEP) Executive Committee, 2010-2013  
Coordinator, English 099 and English 100E/101E Program Assessment, 2010-2013  
Member, English Department Composition Committee, 2010-2013

#### *Graduate*

President, English Graduate Organization, 2009-2010  
Chair, English Graduate Organization Professionalization Grant Award Committee and Essay Contest Committee, 2009-2010  
Writing Assessor, The University of Southern Mississippi Quality Enhancement Plan (QEP) "Finding Voice"  
Writing Across the Curriculum Project, 2009

### **Community**

Volunteer, SoDo Makerspace, Seattle, Washington, 2015-present  
Co-facilitator, "Speaking" Civilian workshop, Northwest Edge Program (for soldiers transitioning into civilian work) at Joint Base Lewis-McChord, Fort Lewis, Washington, April 2014  
Co-founder, Hub City Writing Co-op, an organization that offered free writing consultations and creative writing workshops to youth and adults in underserved communities in Hattiesburg, Mississippi, 2009-2010

### **AFFILIATIONS**

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Association of Teachers of Technical Writing  
Coalition of Women Scholars in History of Rhetoric and Composition  
Conference on College Composition and Communication/National Council of Teachers of English  
Council of Programs in Technical and Scientific Communication  
Council of Writing Program Administrators  
Rhetoric Society of America  
Women in Technical Communication

### **REFERENCES**

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#### **Dr. Anis Bawarshi**

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Chair, American Ethnic Studies  
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**Dr. Candice Rai**

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Director, Expository Writing Program  
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**Dr. Jeffrey Grabill**

Professor of Rhetoric and Professional Writing  
Associate Provost for Teaching,  
Learning, and Technology  
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**Dr. Mark Zachry**

Professor of Human Centered Design and Engineering  
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(206) 616-7936  
zachry@uw.edu

**Dr. Joyce Olewski Inman**

Assistant Professor of English  
Director of Composition  
The University of Southern Mississippi  
118 College Drive #5037  
Hattiesburg, MS 39406  
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joyce.inman@usm.edu

## Preliminary Interviews

This section includes the following:

- A rough outline of the interview questions
- My thank-you email, which I also used to share a syllabus relevant to our conversation

## Rough Outline of U of A Interview Questions\*

Interview mode: Skype

Interview length: About 35 minutes

1. Introductions and overview of interview
2. Why are you interested in this position?
3. Research
  - a. What are the main contributions of your dissertation project?
    - i. Follow-ups
  - b. Can you describe your research plans for the next 5 years?
4. Teaching and program administration
  - a. What courses would you like to teach/develop in professional and technical writing?
    - i. Follow-ups
  - b. Could you give an example of administrative experience that would inform your approach to the PTW program?
  - c. How would you approach working with and mentoring graduate students?
5. What questions do you have for us?

*\*As best I can recall them—I didn't always write down the questions immediately after the interview, and I wish I had. Still, even if these are confused with other interviews, they're typical of my preliminary interviews.*



Ann Shivers-McNair <asmcnair@uw.edu>

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## Thank you!

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Ann Shivers-McNair <asmcnair@uw.edu>

Fri, Dec 9, 2016 at 12:53 PM

Dear Damián, Cristina, Jennifer, Maggie, and Susan,

Thank you again for taking the time to speak with me this afternoon. I enjoyed our conversation! It was exciting to hear about the possibilities for this position and for your program, and it would be an honor to continue to think through those possibilities with you.

To follow up on our discussion of teaching and mentoring graduate students, I'm attaching a syllabus draft for a graduate digital rhetorics research course that I hope could support not only students working in professional and technical writing but also students working in rhetoric and composition and in digital humanities (and at the intersections of those areas!). I'd look forward to further tailoring the course design for the RCTE program and your students.

Thank you again for your consideration, and I look forward to hearing from you. Have a great weekend!

Sincerely,  
Ann

Ann Shivers-McNair  
PhD candidate  
English Department  
University of Washington



**Shivers-McNair Digital Rhetorics grad.pdf**

449K

## Campus Visits

This section includes the following:

- Presentation abstracts and bio (requested by the search chair to advertise my talks)
- Visit itinerary
- My thank-you email

*Note: You can download captioned slide decks from my research presentation and teaching demonstration at [annsm.us/ua](http://annsm.us/ua)*

## **Ann Shivers-McNair**

### Job Talk Title and Abstract

Rhetoric in the Making: Dimensional Accountability, Technical Communication, and Relations in a Makerspace

“What do you want to make?” These were the first words Ann Shivers-McNair heard when she visited a makerspace—a warehouse-style space full of fabrication technologies like 3D printers, laser cutters, and sewing machines where creativity and collaboration are valued. That question became a foundation of her year-long ethnographic case study of acts of making (words, symbols, objects, and relations) in a Seattle makerspace, where she learned that that despite the name *makerspace*, neither *maker* nor *space* is a given. Shivers-McNair argues that in order to understand making, we have to account for how boundary marks (who and what count as “maker” and “making”) shape what and who matter and what gets made. In this talk, Shivers-McNair will share her theoretical and methodological approaches to the project, and she will describe 3D interviewing, a method she developed to account for bodies, knowledges, and rhetoric in the making. She will offer an example from her study that illustrates her method, as well as key findings about relationships among writing, objects, technologies, and difference. Shivers-McNair will conclude by discussing the implications of her work for technical communication and rhetoric, forthcoming and related projects, and applications of her study for pedagogy and professional practice.

### Teaching Demonstration Title and Abstract

Paper Prototyping for Flexible, Accountable In(ter)ventions

Software and hardware are not the only interfaces that lend themselves to paper prototyping, a method that involves sketching design elements on pieces of paper and simulating interactions (like navigation) with a user. As technical communicators increasingly contribute to user experience (UX) research, we need flexible and ethical strategies for invention and intervention that are grounded in collaborative, rhetorically responsive interactions with the audiences and users of our work, and paper prototyping can do just that—whether we are designing software interfaces, composing in three dimensions, or mapping relationships among information, ideas, and people. In this teaching demonstration, Ann Shivers-McNair will walk through a lesson on paper prototyping and situate that lesson in the core rhetorical concepts that it builds upon and toward, such as community-focused engagement, kairos, empathy, and culturally sensitive usability. Throughout the lesson demonstration, she will highlight key features of her pedagogy: shared goal setting with students, hands-on invention and practice, low-stakes feedback in and beyond the classroom, and opportunities to make, connect, and apply knowledge.

### Professional Bio

Ann Shivers-McNair is a PhD candidate at the University of Washington, where she specializes in rhetoric and technical communication. Her work has appeared or is forthcoming in *Technical Communication*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Across the Disciplines*; *College Composition and Communication*; *Basic Writing e-Journal*; and *FORUM: Issues about Part-Time and Contingent Labor*, as well as two edited collections from Utah State University Press. At the University of Washington, she has served as assistant director of the writing program and has taught courses on rhetoric and usability, writing, and public speaking. Formerly, she was an instructor and basic writing coordinator at the University of Southern Mississippi.



**Ann Shivers-McNair (cell:**  
UA visit Itinerary, January 11-14  
Jeff cell:  
Damián cell:

**Wednesday, January 11th**

Arrives at 1:04 pm on Alaska Airlines Flight 614. Met at airport by Cristina Ramirez (915-373-5988), taken to El Presidio B&B (297 N. Main Ave.) to check in.

2:00-TBD      Tour of Tucson with Damián (available after 2:30, can pick up for tour after that)

TBD            Dinner/late lunch at Reilly Craft Pizza 101 E Pennington St, Tucson, AZ 85701 w/  
Damián (no reservation)

**Thursday, January 12th**

7:45-8:45      Breakfast with Dr. Lee Medovoi, Head of Department of English at Cafe à La  
C'Art, 150 North Main Avenue (opens at 8am, Lee will pick up Ann at 7:45)

9:00-10:00    coffee/campus tour with Cristina Ramirez and Jennifer Jenkins, meet in ML 445

10-11:00      prep time in Damián's office or ML 453, dropped off by Cristina Ramirez

11-noon        Job talk in ML 453

noon-1:30     Lunch with Maggie Melo (chaperone and RCTE PhD student), Antonnet, and  
Berto at [Arizona Room](#)

1:45-2:15      Meeting with Beth Stahmer, Director of Social & Behavioral Sciences Research  
Institute (Harvill Suite 320), dropped off by Maggie Melo. Escorted by Beth  
Stahmer and brought to ML 445

2:30-2:50      Meeting with Dr. Lynda Zwinger in ML 445G, dropped off by Beth Stahmer

3-4:00         Open hour with faculty/graduate students (ML 453). Picked up by Damián and  
taken to El Presidio B&B

4:00-5:45      Downtime at El Presidio B&B

6:00            Dinner at [Feast](#) (3719 E Speedway Blvd) with Stephanie Troutman to pick up  
Ann; Matthew Abraham, Cristina Ramirez, Damián Baca and Meg Lota Brown to  
attend. Reservation under Jeff, English Department

**Friday, January 13th**

- 8:00-9:00 Breakfast with Jennifer Jenkins (will pickup) and Matthew Abraham, and tentatively John Warnock at [Blue Willow](#) (2616 N. Campbell Ave). Meet at B&B at 7:45. Dropped off by Jennifer Jenkins to ML 462
- 9:15-10:00 Meeting with Chris Tardy in ML 462 and possibly other WP folks. Dropped off by Chris Tardy in ML 453
- 10:00-11 Prep time in ML 453 or Damián's office
- 11-noon Teaching demonstration (ML 453) Susan M-C to take Ann from TD to Wilco
- noon-1:30 Lunch with Susan M-C, John Warnock, Ander Monson, Maritza Cardenas at Wilco (no reservation needed)
- 1:30-2:00 Meet with Dr. Lee Medovoi (ML 445)
- 2:00-3:45 Tentative meeting with Aimee Mapes and other WP folks from 2-2:45. Campus tour with Homer Pettey 2:45-3:45, depending on meeting confirmation
- 4-4:30 Meet with Dr. Monica Casper, Associate Dean for Academic Affairs, College of Social and Behavioral Sciences (200W) ; dropped off by Homer Pettey, picked up by Damián Baca, and dropped off to El Presidio B&B)
- 4:30-5:45 Downtime at El Presidio B&B
- 6:00 Dinner at Pasco (820 E University Blvd) with Dwight Atkinson, Homer Pettey, Lauren Mason and Manya Lempert. Reservation under Jeff

**Saturday, January 14th**

- 11:30 Leave for airport with Keith Harms. Air Alaska Airlines Flight 641 departs at 2:05 pm



Ann Shivers-McNair <asmcnair@uw.edu>

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**Thank you!**

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**Ann Shivers-McNair** <asmcnair@uw.edu>

Sun, Jan 15, 2017 at 2:29 PM

Dear Damián, Cristina, Jennifer, Susan, and Maggie,

I wanted to say again how grateful I am to you all for welcoming me to campus! I very much enjoyed getting to know you and your colleagues and learning more about the department, university, and community. I hope we can continue the wonderful conversations we started this week!

Thanks again for inviting me to campus, for making me feel welcome, and for your consideration. I look forward to hearing from you.

Best wishes,  
Ann

Ann Shivers-McNair  
PhD candidate  
English Department  
University of Washington

## Offers

This section includes the following:

- My email to the search chair after I'd received another offer
- My counter offer email to the department chair

*Note: The department chair made the initial and counter offers on the phone, then followed up with written terms. I ultimately received and signed a formal offer letter with much more detailed terms.*



Ann Shivers-McNair <[asmcnair@uw.edu](mailto:asmcnair@uw.edu)>

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## Search status

**From:** Ann Shivers-McNair <[asmcnair@uw.edu](mailto:asmcnair@uw.edu)>

Dear Damián,

I hope all is well. I'm writing to check in about the status of the search and to let you know I've just received an offer from another institution. They've asked me to respond within two weeks. But I remain very interested in and excited about the position at U of A!

Best wishes,  
Ann

Ann Shivers-McNair  
PhD candidate  
English Department  
University of Washington



Ann Shivers-McNair <asmcnair@uw.edu>

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## Re: terms of offer

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Ann Shivers-McNair <asmcnair@uw.edu>

Tue, Feb 7, 2017 at 11:51 AM

Dear Lee,

It was a pleasure talking with you yesterday. I am so thrilled and grateful for this opportunity and for your support in this process. As I mentioned when we spoke, I am considering two other offers, and after consulting with my mentors, I would like to make the following requests in order to facilitate my transition to UA:

1. **Salary:** Although I think the initial offer of \$68,000 is incredibly fair, I do want to be candid about what I'm considering in my other offers. I believe the intellectual community at UA is a better fit for me than my other options, but given that I would be financially responsible for my household following my partner's relocation from his current position, I have to consider the financial dimensions of the proposals. NC State has offered me \$75,000, so I would like to counter with a salary proposal of \$75,000.

2. **House-hunting trip:** If possible, I would like to request \$1,500 for my partner and me to travel to Tucson this spring to secure housing.

Thank you again, Lee, for all your help with these negotiations, and please let me know if I can provide any additional information. I really appreciate your support and look forward to the opportunity to contribute to the department and the university.

Best wishes,

Ann

Ann Shivers-McNair  
PhD candidate  
English Department  
University of Washington

[Quoted text hidden]