

Janet Bean, Ph.D.

Director, Institute for Teaching and Learning
Associate Professor, Department of English
University of Akron (Ohio)
jbean@uakron.edu | 330-972-6462

Education

Ph.D.	English, University of North Carolina, Greensboro Specialization: Rhetoric and Composition Studies	1998
M.A.	English, University of New Hampshire	1989
B.A.	English Education, University of North Carolina	1985

Academic Positions

Associate Professor, Department of English, University of Akron	2004-present
Assistant Professor, Department of English, University of Akron	1998-2004

Administrative Positions

Director of the Institute for Teaching and Learning	2019-present
<ul style="list-style-type: none">Develop programming to support effective and innovative teaching; coordinate orientation and learning community for new faculty; provide support for faculty development of digital reappointment, tenure, and promotion files; lead initiatives to promote inclusive excellence in teaching.	

Associate Provost for Teaching, Learning, & Assessment	2020-2021
<ul style="list-style-type: none">Led and supported COVID-19 initiatives related to teaching, including move to online instruction and return to campus; developed and implemented process to digitalize faculty reappointment, tenure, and promotion review; coordinated campus-wide move to online student evaluation of teaching; created process for students to provide midterm course feedback; provided direction and oversight for student learning assessment; coordinated university activities within the Ohio Department of Higher Education's Articulation and Transfer Network.	

Coordinator of General Education	2016-2020
<ul style="list-style-type: none">Provided leadership for development and approval of new General Education curriculum; provided communications and outreach to ensure campus-wide understanding of new program; coordinated with registrar to ensure smooth transition to new degree requirements; developed and implemented General Education program assessment that involves significant faculty involvement and a focus on improved student learning.	

Director of English Composition	2008-2013
<ul style="list-style-type: none">Provided oversight for first-year compositions courses; hired and supervised part-time faculty; trained and supervised graduate teaching assistants; coordinated professional development for composition faculty; developed supplemental instruction composition course to reduce required remedial coursework.	

Awards

University of Akron Exemplary University Service Award	2019
University of Akron Outstanding Teacher/Mentor of First-Year Students	2011
Buchtel College Chairs' Award for Outstanding Service	2005

Grants

Howard Hughes Medical Institute, "Inclusive Excellence 3: Building Institutional Capacity for Student Belonging," 2022-2028. \$529,000. Program Director, with Rich Londraville, Jutta Luettmmer-Stratham, and Sheldon Wrice (Co-PDs).

Howard Hughes Medical Institute, "Inclusive Excellence 3 Learning Community—Phase I," 2021-2023. \$30,000. Co-Program Director with John Huss (Co-PD).

Ohio Department of Education, "Young Entrepreneurs Consortium Dual Credit Credentialing Program," 2015-2016. \$109,260 of \$364,141 total grant. Co-Project Director with Hillary Nunn (Co-PD) and Bill Hauser (PD).

Ohio Board of Regents, "Ohio Writing Institute Network for Success," 2004-2009. \$134,910. Co-Project Director with Lance Svehla (Co-PD).

Ohio Board of Regents, "Early English Composition Assessment Program," 2000-2003. \$91,397. Co-Project Director with Lance Svehla (Co-PD).

Publications

Bean, Janet, Chris Beaudoin, Tania von der Heidt, David Lewis, and Carol Van Zile-Tamsen. "Frames, Definitions, and Drivers: A Multinational Study of Institutionally Required Undergraduate Capstones." *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*, edited by Caroline Ketcham, Tony Weaver, and Jessie Moore, Stylus, 2023, pp. 27-39.

Lewis, David, Janet Bean, Chris Beaudoin, Tania von der Heidt, and Carol Van Zile-Tamsen. "Preparing Students for the Fourth Industrial Revolution." *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*, edited by Caroline Ketcham, Tony Weaver, and Jessie Moore, Stylus, 2023, pp. 85-97.

Heidt, Tania von der, Janet Bean, Chris Beaudoin, David Lewis, and Carol Van Zile-Tamsen. "How Two Australian Universities Achieved 'Capstones for All': A Change Management Perspective." *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*, edited by Caroline Ketcham, Tony Weaver, and Jessie Moore, Stylus, 2023 pp. 99-110.

Van Zile-Tamsen, Carol, Janet Bean, Chris Beaudoin, Tania von der Heidt, David Lewis. "Where There's a Will There's a Way: Implementing a Capstone Experience for General Education." *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*, edited by Caroline Ketcham, Tony Weaver, and Jessie Moore, Stylus, 2023, pp. 73-82.

- Bean, Janet. "Critical Literacy for Older Adults: Engaging (and Resisting) Transformative Education as a United Methodist Woman." *Literacy in Composition Studies*, vol. 6, no. 2, 2018, pp. 59-75.
- Bean, Janet. "Under the Northern Star: A Year of Teaching in Finland." *Writing on the Edge* vol. 25, no. 2, 2015, pp. 69-82.
- Bean, Janet and Peter Elbow. "Free Speech and Freewriting: A Pragmatic Perspective." *Journal of Teaching Writing*, vol. 25, no. 1, 2009, pp. 1-23. Reprinted in *The Best of the Independent Rhetoric and Composition Journals 2010*, edited by Steve Parks, Linda Adler-Kassner, Brian Bailie, and Collette Caton, Parlor Press, 2011, pp. 165-184.
- Bean, Janet. "Composing Academic Identities: African-American Students as Language Researchers." *International Journal of Learning*, vol. 12, no. 8, 2006, pp. 241-248.
- Bean, Janet, Marianne Cucchiara, Robert Eddy, Peter Elbow, Rhonda Grego, Rich Haswell, Patricia Irvine, Eileen Kennedy, Ellie Kutz, Al Lehner, and Paul Kei Matsuda. "Should We Invite Students to Write in Home Languages? Complicating the Yes/No Debate." *Composition Studies*, vol. 31, no. 1, 2003, pp. 25-42. Reprinted in *Second-Language Writing in the Composition Classroom: A Critical Sourcebook*, edited by Paul Kei Matsuda, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper, Bedford/St. Martin's, 2006, pp. 225-240.
- Bean, Janet. "Manufacturing Emotions: Tactical Resistance in the Narratives of Working Class Students." *Ways to Move: Rhetorics of Emotion and Composition Studies*, edited by Laura Miccicche and Dale Jacobs, Heinemann, 2003, pp. 147-160.
- Bean, Janet. "The Color Line: African-American Vernacular English and Computerized Grammar Checkers." *Included in English Studies*, edited by Shelli Fowler and Victor Villanueva, American Association of Higher Education, 2002, pp. 143-155.
- Bean, Janet. "Feminine Discourse in the University: The Writing Center Conference as a Site of Linguistic Resistance." *Feminism and Empirical Writing Research: Emerging Perspectives*, edited by Joanne Addison and Sharon McGee, Heinemann, 1999, pp. 127-144.
- Bean, Janet. "An Approach to Critical Writing: Begin with Contradictions." *Literature and Life: Making Connections in the Classroom*. Classroom Practices in Teaching English, vol. 25, edited by Patricia Phelan, NCTE, 1990, pp. 175-180.

Conference Presentations

- "Who's Afraid of Reflective Writing?" Conference on Engaged Learning. Elon University, July 2022.
- "The Value of Simplicity: Using Familiar Technology for Broad Engagement in Program Assessment." 2022 Assessment Institute, IUPUI, Indianapolis, February 2022.
- "The Landscape of Required Baccalaureate Capstones: A Multinational Study." Conference on Engaged Learning. Elon University, July 2021.

- “Committing to Capstones: What Motivates Institutions, Faculty, and Students?”
International Society for the Scholarship of Teaching and Learning Conference. Atlanta, October 2019.
- “Talk is Cheap: Conversation as a Model for Faculty-Engaged, Democratic Assessment,”
AAC&U Conference on General Education and Assessment. Philadelphia, February 2018.
- “Rhetorical Triangles and Ethnographic Triangulation: The Importance of Thirds.”
Conference on College Composition and Communication. Houston, April 2016.
- “Students’ Enculturation into STEM Disciplines: How First-Year Composition Can Help.”
Conference on College Composition and Communication. Tampa, March 2015.
- “Metacognition and Misguided Strategies: What We Learned about Student Reflection from a Large-Scale Assessment of First Year Composition Portfolios.” Critical Transitions: Writing and the Question of Transfer Conference. Elon University, June 2013.
- “Finding Resonance: African-American Students’ Use of the Vernacular in Academic Writing.” Conference on College Composition and Communication. St. Louis, March 2012. Featured Speaker.
- “Multimodality and Writing Program Directions.” Rhetorical Reflections: Borderless Communication in a Multimodal World (Symposium), Georgia Technical University, April 2010.
- “One Size Fits All?: State Universities Respond to Legislative Initiatives Impacting First Year Composition.” Conference on College Composition and Communication. San Francisco, March 2009.
- “The ‘I’ in American: Autobiography and National Identity.” Fourteenth Annual American Voices Conference, sponsored by the University of Turku and the U.S. Embassy. Turku, Finland, October 2006.
- “Building an Ethic of Collaboration in a Research Methodologies Seminar.” Conference on College Composition and Communication, Chicago, March 2006.
- “Composing Academic Identities: African-American Writers in their First Year at the University.” Learning Conference 2005: The Twelfth International Conference on Learning. Granada, Spain, July 2005.
- “Can Free Speech Free Freewriting?” Conference on College Composition and Communication, San Francisco, March 2005.
- “Teaching Teachers Gloria Anzaldúa’s ‘How to Tame a Wild Tongue’: Exploring Issues in Language, Diversity, and Identity.” Composing Cultures: Diversity and the Teaching of

Writing. 10th Biennial Composition Studies Conference. University of New Hampshire, October 2004.

“Investigating Voices of the Self: What African American Students Have to Say about the Languages of Home, Community, and School,” Conference on College Composition and Communication, New Orleans, March 2004.

“Getting Over the Wall: Writing Pedagogy and the Politics of Religious Identity.” Conference on College Composition and Communication, New York, March 2003.

“Revising Urban Teacher Education: Using an Urban High School as a Teacher Education Classroom.” National Council of Teachers of English Annual Conference, Atlanta, November 2002.

“ ‘I Don’t Know How I Feel about Tolerance: A Religious Student in the Academy.’ ” The Thomas R. Watson Conference on Rhetoric and Composition. Louisville, KY, October 2002

“From Factory to University: Resistance in the Narratives of Working-Class Students.” Conference on College Composition and Communication, Chicago, April 2002.

“The Color Line: Grammar Checker and Black Vernacular English,” National Council of Teachers of English Annual Conference, Baltimore, November 2001.

"Reading Student Papers with a History Professor." Conference on College Composition and Communication, Minneapolis, April 2000.

"Manufacturing Fatherhood: Reading a Rubber Factory Worker's Journal." Second Biennial Feminism(s) and Rhetoric(s) Conference, Minneapolis, October 1999.

Research Seminars and Symposia

“Capstone Experiences Research Seminar,” Elon University, 2018, 2019, 2020.

“Symposium on the Study and Teaching of Writing,” University of Massachusetts, Amherst, 2002, 2003, 2004, 2011.

Service to Department

Assessment Coordinator, 2015-2017.

Co-Chair, RTP Committee, Assistant Professors, 2014.

Program Assessment Committee, 2013-2015.

Chair, RTP, College Lecturers, 2011

Chair, RTP, College Lecturers, 2009.

Composition Program Review Committee, Chair, 2007-2008.

Composition Program Committee, 1998-2001, 2004-2006, 2007-2013.

Chair, Program Assessment Committee, 2005-2006.

Advisory Committee, 2004-2006, 2009-10.

Graduate Student Assistant Committee, 2004, 2010, 2011.

Grievance Committee, 2003-2004, 1999-2000.

Service to University

First-Year Experience Task Force, 2022-present
 Academic Opportunities Collaborative, 2023-present
 ChatGPT/AI Working Group, 2023-present
 General Education Advisory Committee, 2016-present
 Higher Learning Commission Writing Team, 2022.
 Volunteer Coordinator, COVID-19 Vaccination Clinic, 2021
 Higher Learning Commission, Writing Team for Assessment, 2016.
 General Education Implementation Committee-of-Chairs, 2014-16
 Co-Chair, General Education Implementation Committee for Academic Foundations,
 2014-present
 College By-Laws Review Committee, 2014-16
 University Assessment Committee, 2013-present
 Learning Outcomes Taskforce, Office of Academic Affairs, 2013-14.
 Campus Team, “Assessment in Action: Academic Libraries and Student Success,”
 Research Project: Information Literacy in General Education, 2014-16.
 General Education Revision Steering Committee, 2011-14
 Higher Learning Commission Self-Study Writing Team, 2012
 Faculty Liaison, The Akron Experience, 2012
 Steering Committee, The Akron Experience, 2011-2012
 Co-Chair, Academic Integration Committee, The Akron Experience, 2012
 Search Committee, Director of ELI, 2012.
 Ohio College Readiness Advisory Committee, Ohio Board of Regents, 2010-2012
 Coordinator, Campus-Wide Writing Assessment, Summer 2010
 Search Committee, Spanish Assistant Professor, Modern Languages, 2010.
 Search Committee, Associate Dean of Honors College, 2009.
 Search Committee, Chair of English Department, 2007-8
 First-Year Experience Committee, 2008-10
 Common Reading Committee, 2008-2012
 HLC Assessment Academy Committee, 2009-10.
 Buchtel College Curriculum Committee, 2007-8,2008-2009
 Team leader, ITL, Faculty Mentoring Group, 2006

Service to Discipline

Reviewer, *Composition Studies*, 2014
 Reviewer, *Composition Forum*, 2015-2018