

Dara Rossman Regaignon
research.pomona.edu/dara-regaignon

326 Cucamonga Ave.
Claremont, CA 91711
(909) 267-0411

Department of English
Pomona College
140 W. 6th St.
Claremont, CA 91711
(909) 607-2209
dara.regaignon@pomona.edu

EDUCATION

Ph.D. English and American Literature, Brandeis University, June 2000

M.A. English and American Literature and Women's Studies, Brandeis University, June 1996

B.A. English Literature, *summa cum laude*, Amherst College, May 1993

CURRENT APPOINTMENT

Pomona College

Associate Professor of English and Director of College Writing, 2011-present

Assistant Professor of English and Director of College Writing, 2005-2011

Administrative Responsibilities

Provide leadership and oversight for the Pomona College Writing Program, consisting of the interdisciplinary, writing-intensive First-Year Seminars in Critical Inquiry; the Writing Center; and Writing in the Disciplines. Oversee an administrative staff of 2 and a student staff of 30. Manage budget of \$85,000.

Teaching and Faculty Development

- Provide intellectual and administrative leadership for the First-Year Seminars in Critical Inquiry (ID1), including faculty development for the rotating group of 28-31 tenure-line faculty from across the college who teach these topic-based, writing-intensive courses to 400 first-year students every fall.
- Collaborate with the Office of the Academic Dean and departments across the college to staff these seminars annually.
- Oversee and assess an annual Faculty Development Program, which includes annual workshops on Course Design and Descriptions; Responding to Student Writing; Engaging Sources; Designing Assignments; Working with Struggling Writers; and an annual two-and-a-half-day May Workshop on teaching the First-Year Seminars.
- Manage and update a comprehensive Faculty Resource Site comprising sample syllabi and course descriptions, lesson plans, information on program and course policies, and critical readings on the teaching of writing.
- Do writing assessment, currently in the form of a longitudinal study of the writing and writing experiences of 20 members of the class of 2016.
- Provide intellectual leadership for the Writing Center, which employs 30 student Writing Fellows and sees ~425 students for ~1,500 consultations annually.
- Maintain an active research agenda in Writing Studies, tracking recent developments, publishing books and articles, presenting research at conferences, and refining the

offerings of the Pomona College Writing Program in light of new innovations in the field.

- Teach two courses per year.

Achievements in Writing Program Leadership

- Founded the Pomona College Writing Center, including the Writing Partners Program and the Course Fellows Program.
 - 30 student writing tutors
 - In 2012-13, 26% of the student body and 64% of the first-year class used the Writing Center.
- Launched the ID1 Paper Prize, a Writing Center-First-Year Seminar Collaboration, in which prizes are given for the best three papers written in the first-year seminars annually.
- Principal Author and Investigator, “Enhancing Writing Across the Curriculum” Theme, Western Association of Schools and Colleges (WASC) Re-accreditation Review.
- Commended by WASC for leadership of the culture of writing at Pomona College.
- Led program review of the Critical Inquiry Program.
- Launched Writing in the Disciplines at Pomona College, including the Course Fellows program, which provides collaborative support for 4-6 departments and programs each year
- Launched the Writing in Biology Workshops, a Biology Department-Writing Center collaboration by which the first two semesters of the introductory Biology sequences support a process-oriented approach to writing in the discipline.
- Advocated successfully for the creation of a second administrative leadership position for the Writing Program (the Assistant Director of College Writing).
- Co-founded the Small Liberal Arts College Writing Program Administrators consortium, which now meets annually in January.

PREVIOUS APPOINTMENTS

Princeton Writing Program, Princeton University

Assistant Director for Faculty and Tutor Development, 2004-2005

Lecturer, 2001-2004

- Teach 2-4 interdisciplinary writing seminars per year.
- Collaborate with other administrative staff to provide faculty development for 40-45 multidisciplinary faculty and graduate students who teach 112-116 writing seminars to more than 1,300 first-year students each year.
- Collaborate with the Assistant Director for the Writing Center to provide tutor development for ~40 undergraduate and graduate student writing tutors.
- Lead the Writing Partners Program, which pairs struggling first-year writers with tutors.
- Collaborate with other administrative staff and the McGraw Center for Teaching and Learning to provide Writing in the Disciplines support, including training for the graduate student leaders of Senior Thesis Writing Groups; and faculty development for the Economics department.

Department of English, William Paterson University, 2000-2001

Visiting Assistant Professor of English

- Teach 4 courses per semester in Victorian literature and first-year writing

Department of English, Mount Holyoke College, 1999-2000

Visiting Assistant Professor of English

- Teach 2 courses per semester in Victorian literature and first-year writing

University Writing Program, Brandeis University, 1997-1998

Assistant Director of University Writing

- Teach 1 section per semester of University Writing Seminar or Basic Composition
- Mentor new graduate student writing instructors
- Work with faculty across the university to develop strategies for teaching with writing

RESEARCH, TEACHING, AND ADMINISTRATIVE INTERESTS

Writing Program and Writing Center Administration

Rhetorical Genre Theory

First-Year Writing

Writing Across the Curriculum/Writing in the Disciplines

Victorian Literature and Culture

Writing Assessment

FELLOWSHIPS & GRANTS

Mellon 23 Workshop Grant, 2010

Title: Developing and Maintaining Multidisciplinary First-Year Seminar Programs
Co-Coordinator with Jyl Gentzler (Amherst College) and Bob Geitz (Oberlin
College)

\$19,960

Faculty Research Grants, Pomona College, 2011, 2008

Title: "Writing Program Administration at Small Liberal Arts Colleges"

Co-Principal Investigator

\$900

Title: "Writing Maternity: Mothers and Doctors in an Anxious Age"

Principal Investigator

\$3299

Wig Grants for Teaching Innovation, Pomona College

Course development grant for English 87, "Writing: Theories, Processes, Pedagogies,"
2008: \$500

Course development grant for English 87, "Writing: Theories, Processes, Pedagogies,"
2013: \$1300

Pilot Workshop for First-Year Seminar faculty in August, 2013: \$1695

Hahn Grants for Teaching with Technology, Pomona College, 2007, 2008

Faculty Research Grant, Princeton University, 2002

Title: "Maternal Prescriptions"

Principal Investigator
\$1600

Faculty Research Grant, Mount Holyoke College, 2000
Title: "Representations of Anglo-Indian Childcare"
Principal Investigator
\$2000

Mellon Dissertation Fellowship, Brandeis University, 1999
\$8000

Sachar Grant for Dissertation Research Abroad, Brandeis University, 1997
Title: "Educational Management: The Transmission of Social Identity in Late-
Eighteenth- and Nineteenth-Century British Prose"
\$4600

Saltzman Fellowship, Brandeis University, 1995
\$8000

Amherst College Memorial Fellowship, Amherst College, 1990, 1998, 1994
\$1500 per year

PUBLICATIONS

Writing Program Administration at Small Liberal Arts Colleges. With Jill Gladstein. Clemson, SC: Parlor Press, 2012.

Writing Program Administration at Small Liberal Arts Colleges presents an empirical study of the writing programs at one hundred private small liberal arts colleges. It provides detailed information about a type of writing program not often highlighted in the scholarly record and offers a model for such national, multi-institutional research. Utilizing the mixed methods approach of grounded theory, this project weaves together survey, interview, and focus group data, site document analysis, and institutional history. Writing programs at small colleges today are characterized by writing across the curriculum-based approaches to writing instruction; movement toward vertical writing curricula, professionalized leadership positions, and innovative writing assessments occurs when institutions deepen or reaffirm this commitment. In addition, *Writing Program Administration at Small Liberal Arts Colleges* offers a heuristic for understanding and comparing writing programs within and across institutions.

Peer-Reviewed Articles

"Motherly Concern." *Victorians Institute Journal*, special issue on Victorian Families, ed. Talia Schaffer and Kelly Hager. Forthcoming (Fall, 2013).

"What Difference Do Writing Fellows Make?" With Pamela Bromley. *WAC Journal* 22 (2011): <http://wac.colostate.edu/journal/>

"Consortia as Sites of Inquiry: Steps Toward a National Portrait of Writing Program Administration." With Jill Gladstein and Lisa Lebduka. Lead article, *WPA: Writing Program Administration* 32.3 (2009): 13-36.

“Traction: Transferring Analysis Across the Curriculum.” Lead article, “From the Classroom.” *Pedagogy* 9.1 (2009): 121-133.

“Toxic Maternity in *The Daisy Chain*: Infant-Doping at Mid-Century.” *Other Mothers: Beyond the Maternal Ideal*. Ed. Claudia Klaver and Ellen Rosenman. Ohio State University Press, 2008. 125-144.

“Pemberley vs. the Purple Jar: Prudence, Pleasure, and Narrative Strategy.” *Women’s Writing* 11.3 (2004): 439-61.

“Intimacy’s Empire: Children, Servants, and Missionaries in Mary Martha Sherwood’s ‘Little Henry and his Bearer’ (1814).” *Children’s Literature Association Quarterly* 26.2 (2001): 84-95.

“Instructive Sufficiency: Re-Reading the Governess through *Agnes Grey*.” *Victorian Literature and Culture* 29.1 (2001): 85-108.

Non-Peer-Reviewed Articles

“Accented English: Childcare in Nineteenth-Century Colonial Anglo-India.” *Anglo-Saxónica* 2.12/13 (2000): 153-164.

Book Reviews

Rev. of *Health, Medicine, and Society in Nineteenth-Century England*, by Mary Wilson Carpenter (Santa Barbara, CA: Praeger, 2010). *Victorian Review* 38.1 (2012): 212-214.

Rev. of *Conversational Rhetoric: The Rise and Fall of a Women’s Tradition, 1600-1900*, by Jane Donawerth (Carbondale: Southern Illinois University Press, 2012). *Composition Studies* 40.2 (2012): 152-154.

Rev. of *Women and Literacy: Local and Global Inquiries for a New Century*, edited by Beth Daniell and Peter Mortensen (New York: Lawrence Erlbaum, 2007), *WPA: Writing Program Administration* 32.1 (2008): 144-147.

Encyclopedia Entries

“Angela Burdett-Coutts”; “Frances Trollope.” Ed. Tom Pendergast and Sara Pendergast; James Eli Adams, editor-in-chief. *Grolier Encyclopedia of the Victorian Era*. 4 vols. Danbury, CT: Scholastic, 2004.

“Passing.” *Encyclopedia of Feminist Literary Theory*. Ed. Elizabeth Kowaleski-Wallace. New York: Garland, 1997.

RESEARCH WORK IN PROGRESS

Writing Maternity: Mothers and Doctors in an Anxious Age.

Maternal ideology in the early Victorian period centered on contradictory labor mandates: mothers must at once care for their own children and employ servants to do so. While scholarship has typically examined the representation of servant-keeping apart from questions of maternity, I bring them together in this book project, arguing that this double-bind resulted in the interpellation of motherhood as an *anxious* state of being. I explore the complex interplay of representations that circulated between the genres of medically-authored advice literature, life-writing, and novels during the 1830s

and '40s. Drawing on rhetorical genre theory, I contend that the rhetorical strategies of warning, prescription, invocation, and infantilization define maternal subjectivity through its voracious and desperate consumption of professional advice. Researching but never expert, this maternal figure is always professionalizing but never the true authority.

Writing Program Administration (WPA) Census

With Jill M. Gladstein and Brandon Fralix.

Despite numerous calls for empirical data to ground the design and administration of writing programs and writing centers, there has been no comprehensive study of writing programs in the United States since 1981. The WPA Census undertakes this ambitious task, collecting, analyzing, and making publicly available information on writing programs, writing requirements, and writings centers nationwide. This study combines survey data with the content analysis of institutional catalogs and websites. We are currently collecting data from 3,200 public and not-for private four- and two-year higher education institutions in the fifty states. In addition to traditional publication, we will make the results publicly available through an open-access database, which will allow educators and practitioners to identify and explore their own research questions with this groundbreaking collection of analyzed data.

<http://wpacensus.swarthmore.edu/>

PROFESSIONAL PRESENTATIONS AND WORKSHOPS

By Invitation

“*Writing Program Administration at Small Liberal Arts Colleges: The Research Process.*” Seminar in Research on Writing Centers and Writing Program Administration, Indiana University of Pennsylvania, Indiana, PA, 2013.

Invited Participant. Haverford College Writing Program Symposium, Haverford, PA, 2009.

“Building a Culture of Writing.” Amherst College, Amherst, MA, 2008.

“Designing Effective Assignments”; “Responding to Student Writing”; and “Teaching Writing through Content.” Faculty development workshops for the Pomona College ID1 Faculty Workshop, Claremont, CA, 2005.

“Scaffolding Thesis.” A faculty development workshop for the George Washington University Writing Program, Washington, DC, 2005.

With Victor Luftig. “Victorian Household Words: Tennyson and Mrs. Gaskell.” Museum of Fine Arts, Boston, MA, 1998.

Scholarly Conferences

“Local Context, Best Practices, and Big-Picture Empirical Data.” Conference on College Composition and Communication (CCCC), Indianapolis, IN. (under consideration)

“The WPA Census: Gathering National Data for Local Change,” Writing Research Across Borders, Paris, France, 2014.

“Maternal Networks: Reading and Writing Motherhood in the 1830s and 40s.” CCCC, Las

Vegas, NV, 2013.

“Valuing Communication in the Twenty-First Century.” Small Liberal Arts College Writing Program Administrators (SLAC-WPA), Davidson, NC, 2013.

“Maternal Networks: Reading and Writing Motherhood in the 1830s and ‘40s.” NAVSA Conference, Madison, WI, 2012.

“From Resistance to Reaffirmation: A New Trend in WAC/WID?” International Writing Across the Curriculum Conference (IWAC), Savannah, GA, 2012.

“The Small Liberal Arts College Structure of Feeling.” International Writing Across the Curriculum Conference (IWAC), Savannah, GA, 2012.

“Maternal Forms, Fictive Maternities.” Victorian Form: Form and Value. Victorian Division Panel. Modern Language Association (MLA), Los Angeles, CA, 2011.

With Jill Gladstein and Lisa Lebduska. “The Elephant in the Room: Writing Program Administration at Small Liberal Arts Colleges.” Council of Writing Program Administrators (WPA), Philadelphia, PA, 2010.

“How Writing is Done at Pomona College“ in “The State of Writing Studies: How Writing is Done in U.S. Colleges and Universities.” CCCC, Louisville, KY, 2010.

With Karen J. Lunsford. “Community College Writing Programs and the Council of Writing Program Administrators: What We Can Learn from Each Other.” English Council of California Two-Year Colleges. Pasadena, CA, 2009.

With Jill Gladstein and Lisa Lebduska. “The Varieties (and Vagaries) of Small Liberal Arts College Writing Program Administrative Positions” and “Navigating the Current Economic Challenges.” SLAC-WPA, Easton, PA, 2009.

“The Forms of Writing: English and Writing Studies.” Panel of the Division for the Teaching of Writing, MLA, San Francisco, CA, 2008.

With Jill Gladstein and Lisa Lebduska. “Learning Through the Collective: WPAs at Small Liberal Arts Colleges.” WPA, Denver, CO, 2008.

“Real Differences: A Small-Scale Study of Course-Based Peer Tutoring.” International Writing Across the Curriculum Conference, Austin, TX, 2008.

“What Difference Does It Make? A Small-Scale Study of Course-Based Peer Tutoring.” Writing Research Across Borders, University of California, Santa Barbara, 2008.

“Assessment Roundtable.” Small Liberal Arts College-Writing Program Administrators, Swarthmore College, Swarthmore, PA, 2008.

“What Difference Does It Make? A Small-Scale Study of Course-Based Peer Tutoring.” Panel of the Council of Writing Program Administrators, MLA, Chicago, IL, 2007.

- “Writing Program Assessment and Small College Culture,” WPA, Tempe, AZ, 2007.
- “Mother, Baby, Doctor: Generic Prescriptions,” Northeast Modern Language Association (NEMLA), Baltimore, MD. 2007.
- “Conflicting Advice: Infant Death and Maternal Prescriptions.” Interdisciplinary Nineteenth-Century Studies (INCS), Rutgers University, New Brunswick, NJ. 2006.
- With Amanda Irwin Wilkins, “Using Technology to Build a Writing Center(ed) Community,” CCCC, Chicago, IL. 2006.
- “Stalled Flight: Where Students Lose Altitude in a First-Year Writing Course.” “Pathways of Student Learning in First-Year Writing Seminars: Results from the Princeton Study of Writing,” CCCC, Chicago, IL, 2006.
- “Teaching Analysis: Reading Against the Grain.” CCCC, San Francisco, CA, 2005.
- “Teaching (with) Writing in the Disciplines” in “Writing Programs and Institutional Change.” Consortium of Ivy League Writing Programs Annual Meeting. Wesleyan University, Middletown, CT, 2005.
- “‘guide, text-book, and constant companion’: *Advice to Mothers’s* Construction of Maternal Isolation.” INCS, University of California, Santa Cruz, 2003.
- “Ambitious Stories: *David Copperfield* and the Pupil-Teacher System.” INCS, George Mason University, Fairfax, VA, 2002.
- “Missionary or Spy? Children’s Heroes and Imperial Identity.” Middle Atlantic British Studies Association Annual Meeting, New York, NY, 2002.
- “Managing Ambition.” Poster session at “Locating the Victorians.” The Science Museum, London, UK, 2001.
- Participant, Roundtable on the Job Market. New Jersey College English Association Spring Conference, Seton Hall University, South Orange, NJ, 2001.
- “Managing Lizzy: Maternal Authority and the Narrative Strategy of *Pride and Prejudice*.” Narrative Conference, Rice University, Houston, TX, 2001.
- “‘When I first saw Pemberley’: *Pride and Prejudice’s* Management,” Department of English Faculty Colloquium, William Paterson University, Wayne, NJ. 2001.
- “Missionaries and Spies: British Imperialism at the Turn of the Century.” Pairing Empires: Britain and America 1857-1947. The Johns Hopkins University, Baltimore, MD, 2000.
- “Children, Epilogues, and Figuring the Future.” INCS, Yale University, New Haven, CT, 2000.
- “Accented English: Child-care in Nineteenth-Century Anglo-India.” English Culture Conference: Culture, Education, Identity, Universidade de Lisboa, Lisbon, Portugal, 1999.

“Mobile Subjects: The Education Act 1870 and *Our Mutual Friend*.” The ‘Formative’ Years: Constructions of Victorian Class and National Identities, College of Mount Saint Vincent, Riverdale, NY. 1999.

“*Agnes Grey*’s Sufficient Instruction: Re-Reading the Governess.” 18th- and 19th-century British Women Writers Association (BWWA), University of North Carolina, Chapel Hill, NC, 1998.

“A judicious Mother’s Management’: Jane West, Frances Burney, and 18th-Century Ideologies of Good Motherhood.” BWWA, University of California, Davis, 1997.

“My Ayah did it’: Anglo-Indian Children and the Servants Who Raised Them.” BWWA Annual Meeting, University of South Carolina, Columbia, SC, 1996.

“On the Meaning of Motherhood.” Cultures and Politics of Reproduction, Center for the Critical Analysis of Contemporary Culture, Rutgers University, New Brunswick, NJ, 1995.

CONFERENCES ORGANIZED

With Jyl Gentzler and Bob Geitz. Mellon 23 Workshop: Developing and Maintaining Multidisciplinary First-Year Seminar Programs, 2011.

With Jill Gladstein and Lisa Lebduska. Small Liberal Arts College Writing Program Administrators (inaugural meeting). Swarthmore, PA, 2008.

SELECTED POMONA COLLEGE COURSES AND WORKSHOPS

Courses

ID 001, First-Year Seminar in Critical Inquiry

- “Language, Literacy, and Power”
- “Fairy Tales”
- “Home, Nation, Empire”

Department of English

- English 087, “Writing: Theories, Process, Pedagogies”
- English 170L, Advanced Studies Seminar, “Genre Theory”
- English 170X, Advanced Studies Seminar, “Victorian Novel”
- English 191, Thesis Seminar

Writing Program

ID 027, “Elements of Argument”

Faculty Workshops

Claremont Colleges New Faculty Workshop

- “Teaching with Writing in All the Disciplines”
- “Transforming Student Writing”

First-Year Seminar in Critical Inquiry and Writing in the Disciplines

- ID1 May Workshop (annual)
- “Goals and Structures: A Workshop on Course Design and Course Descriptions” (annual)
- “Strategic Interventions in Students’ Writing Processes”
- “Meaningful Grades” and “Grading without Inflation”
- “Effective Assignments”
- “Designing Writing Workshops”
- “Making Peer Review Work”
- “Working with Basic Writers”

Student Workshops*For Writing Fellows*

- Writing Center Orientation (annual)
- What Is Academic Writing?
- Writing with Sources
- Ethics in/and the Writing Center
- Tutoring Styles
- Difficult Consultations

For Student Writers

- Thank-You Letters (in conjunction with the Office of Donor Relations) (annual)
- Navigating the Deep Oceans of Theory: Strategies for Engaging the Greats on Your Own Terms
- *Here and Now*: Writing Effective Personal Statements (annual)
- Thesis Workshops in Religious Studies, Sociology, and Media Studies
- Thesis Therapy (annual)

PROFESSIONAL SERVICE

- Liaison Committee, Council of Writing Program Administrators (2013-14)
- Reviewer, *Queen City Writing* (a refereed journal of undergraduate writing) (2012-present)
- External Review Committee, Barnard College First-Year English Program (2011)
- Affiliate Committee, Council of Writing Program Administrators (2010-2011)
- Member, Opinion Panel, National Council of Teachers of English (2008-2011)
- *Ad hoc* reviewer, *Studies in the Novel* (2008-present)
- Vice-President, Southern California Writing Centers Association (2008-2010)
- Co-Founder and Steering Committee, Small Liberal Arts College Writing Program Administrators (2007-2011)
- Participant, Western Association of Schools and Colleges Evaluation Team for the University of California-San Diego Re-accreditation (2007-2009)

POMONA COLLEGE SERVICE

- Member, Curriculum Committee (2013-present)
- Member, *ad hoc* Museum Curriculum Coordination Committee (2012-present)

- Member, Quantitative Skills Center Advisory Committee (2013-present)
- Member, Teaching and Learning Committee (2005-2011, 2012-present)
- Member, ID1 Steering Committee (2012-present)
- First-Year Student Advisor (2007-2010, 2012-present)
- Member, Pitzer College Writing Center Director/Assistant Professor of Academic Writing Search Committee (2012-2013)
- Consultant, Scripps College Writing Director/Assistant-Associate Professor of Writing Search Committee (2010-11)
- Chair, ID1 Self-Study Committee (2010-2011)
- Pomona College Family Weekend presentations, “Who’s Afraid of the Big Bad Princess?” (2010); “Writing at Pomona: The First Year and Beyond” (2008).
- Pomona College Alumni Talk, “Sensational Fictions,” Philadelphia, PA (2009).

REFERENCES AVAILABLE UPON REQUEST