

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2023 - 21**

SUBJECT: TENURE APPROVAL FOR CRAIG WYNNE, PH.D., COLLEGE OF ARTS & SCIENCES

WHEREAS, pursuant to D.C. Code §38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy making for the components of the University; and

WHEREAS, Dr. Craig Wynne, Associate Professor of English, in the Division of Arts & Humanities, in the College of Arts & Sciences (CAS) of the University of the District of Columbia (UDC), has petitioned the University to be granted tenure in the department in which he is qualified; and

WHEREAS, Dr. April Massey, Dean of CAS, in conjunction with the Division Chair, Department and College Promotion and Tenure Committees, has conducted a thorough review of Professor Wynne's academic background and records of achievement in teaching, scholarship, and university and community service and have recommended him for tenure at his current rank of Associate Professor; and

WHEREAS, they judged Professor Wynne to be an excellent professor with impressive skills and expertise in his field who meets the criteria by which University of the District of Columbia faculty are evaluated, based on the 8th Master Agreement, noting his rankings as successful in his teaching effectiveness; acclaimed in his research and scholarly works; and wide community engagement make him an asset to UDC; and

WHEREAS, the Chief Academic Officer and the President have affirmed the recommendation of tenure for Professor Wynne from Dean Massey and the Division and College Promotion and Tenure Committees, and the President has forwarded the recommendation for tenure to the Board of Trustees.


NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of the District of Columbia approves the award of tenure to Dr. Craig Wynne, College of Arts and Sciences, at the rank of Associate Professor.

Submitted by the Academic & Student Affairs Committee:

May 31, 2023

Approved by the Board of Trustees:

June 8, 2023



Christopher D. Bell
Chairperson of the Board

LAWRENCE T. POTTER, JR., Ph.D.
CHIEF ACADEMIC OFFICER

CONFIDENTIAL MEMORANDUM

TO: Ronald Mason, Jr., J.D.
President

FROM: 
Chief Academic Officer

DATE: April 30, 2023

RE: Recommendation: Professor Craig Wynne for tenure

President Mason:

Guided by the *Eight Master Agreement* and criteria established by the College of Arts and Sciences for promotion and tenure, I have reviewed the portfolio and supporting documentation submitted by **Dr. Craig Wynne for tenure**.

As Chief Academic Officer, my review aims to evaluate evidence of significant and relevant achievements in scholarship/creative work, teaching, and service. In addition, I review the self-narrative to ensure there is alignment between established standards and evidence provided within the portfolio. I conduct my review of each applicant after the files have been reviewed by the Chair, DEPC, CPC, Dean, and URC (in cases where an appeal is filed). Based on a holistic review of recommendations and the file, I make an independent recommendation to you for consideration.

Professor Wynne arrived as an Associate Professor without tenure in 2020. He was promoted at his prior institution, Hampton University, in 2019. **He is applying only for tenure.** His initial appointment/offer letter specified the following: "You have been approved for a three-year credit towards the five-year tenure track appointment of Associate Professor of English. You may apply for tenure after year two of your appointment." **His first two years at UDC earned him 4 and 3 for the annual evaluations.**

Chair: Strongly Recommended (1 of 1)
DEPC: Recommended (1 of 1)
CPC: Strongly Recommended (1 of 1)
Dean: Recommended (1 of 1)

TEACHING: In his teaching statement, Professor Wynne advances a narrative that connects his actions to his students' learning. His evidence in this domain is among the best I have reviewed for any faculty through the promotion and/or tenure evaluation in my capacity as CAO at UDC. For instance, he provides student assignments, rubrics, sample feedback, and student reflections on their learning. The documentation of learning progress, pedagogical adaptation (during COVID), and innovation is highly commendable. For example, Professor Wynne notes that "students complete Reader-Response Journals in my classes as a way of actively engaging in critical thinking about the material they read, as well as how to integrate reading and writing." He provides sample Reader-Response Journals that are excellent student engagement, exploration, and learning artifacts. "Such practices," Professor Wynne observes, "have benefited students, as shown in the pass rate of my courses, as

well as student success on the IGED Common Assessment, as shown in my Teaching Metrics." The data gathered, and records kept of student scores, grades, and performance on specific learning outcomes is evidence of very good assessment at the course level. The **Chair** calls Professor Wynne "*a consummate teacher . . . who is dedicated to the success—and the successful writing—of all students on campus.*" This is certainly evidenced by Professor Wynne's seriousness in the IGED classrooms and the IGED Common Assessment process each semester. Professor Wynne easily meets/exceeds the standard in this domain.

RESEARCH: Professor Wynne has been an active researcher with scholarly publications in the short time he has been at UDC. Publications include a collection of essays titled *Preserving Emotion in Student Writing*, for which he is the sole editor (Peter Lang 2021). He also published his manuscript, *How to Be a Happy Bachelor*, in 2020 (Kendall Hunt); this book has garnered widespread interest, leading to five invited appearances by Dr. Wynne on radio shows (one out of Ireland, [Newstalk](#)), podcasts, and even a television show. Professor Wynne has had six publications in various journals since arriving in 2020: *Psychology Today*, *Revista Feminismos*, *Spark: A 4C4 Equality Journal*, *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, and *Syllabus Journal*. Additional journal publications appeared in 2014, 2016, and 2019—all in scholarly journals. His ongoing research projects are interesting and will bear the fruits of publication in the near future. For example, he is co-facilitating an empirical study with three other scholars about how singles around the world negotiated the stress that came with COVID. This is expected to contribute to Singles Studies and help enhance UDC's stature—work extending the collaboration(s) that grew from his book's publication. For example, *How to Be a Happy Bachelor* led to a collaboration with Dr. Ketaki Chowkhani from Manipal Academy of Higher Education in Manipal, India, with whom Dr. Wynne co-organized the inaugural virtual Singles Studies Conference, a multicultural conference on singlehood, which was held on the Zoom platform on October 10, 2020, co-sponsored by UDC and the Manipal Academy of Higher Education. It featured speakers from universities across the globe, and as a result, he and Dr. Chowkhani are now under contract with Routledge to publish essays from the conference. As the **Chair** (Dr. Howe) puts it, "*Dr. Wynne has established a track record of nationally- and internationally recognized scholarship in composition and professional writing, as well as Singles Studies. His work clearly brings acclaim to himself and the University and has broad societal impact.*" Moreover, Professor Wynne is dedicated to research that directly benefits the educational experience of UDC students. He and Dr. Helene Krauthamer are planning a study involving journaling and other forms of low-stakes writing in IGED classes (not only courses in composition). Their work will benefit students and faculty alike since the latter can use the knowledge and techniques shared from the research to facilitate writing in their classes (indeed, across the curriculum). Finally, Professor Wynne has attended six conferences since his arrival, including CAS's Teaching and Learning Roundtable at UDC. The other four, however, were professional conferences at which he presented, moderated, and/or served as a panel chair. Professor Wynne meets the standard in this domain.

SERVICE: **Dean Massey** commends Professor Wynne for being "actively engaged with the Cleveland Park and Van Ness communities. He has led writing, journaling, blogging, singlehood, and job skills workshops. He has served as a journal reviewer and organized an international conference." The **CPC** observes, "Dr. Wynne's organizing, mentoring, and outreach ability are pathways to serving the greater community." Within UDC, Professor Wynne has served on the General Education Committee and has been an active ambassador to other Colleges and Schools to assist with writing instruction. For instance, he gave a workshop on blogging to students at the UDC Law School, designed writing assignments for courses in CAUSES, worked with students in the Digital Media program, and served as an important voice for curriculum review in the English program. Noteworthy as well has been his most recent efforts in assisting Prof. Nathalie Bridgewater with the (temporary) establishment of the Writing Center near the English Department. For this, he relies on his prior experience as the Writing Center Director at Hampton University. With effusive praise, the **Chair** writes, "In addition to running his Writing Across the Curriculum Series, he has served as a writing consultant for faculty in the division, across the college, and with the School of Engineering, in particular. Working with colleagues in English, he has also drafted a proposal for a Professional Writing certificate program." In short, Professor Wynne is highly dedicated to serving the students, campus, and community. He meets the standard in this domain.

Summary Evaluation

Professor Wynne successfully went through the promotion process at Hampton University because the 8th Master Agreement does not specify a requirement for external letters for strict tenure cases. However, given the work accomplished at UDC in all domains, **Professor Wynne sets an example as a scholar-teacher. Therefore, I concur with all recommendations in supporting Professor Wynne to earn tenure.**

The electronic dossier is available for review. Send an email request to the Office of the Chief Academic Officer at CAO@udc.edu.

I, Ronald Mason, Jr., President of the University of the District of Columbia, APPROVE X DENY

the recommendation to tenure Professor Craig Wynne and recommend him for approval to the Board of Trustees.


Signature

5/11/23
Date

cc: Professor Craig Wynne
Albert Pearsall, President, UDCFA
Lorinnsa Bridges-Kee, Vice President of Human Resources

Craig Wynne, Ph.D.



EDUCATION

Ph.D. in Rhetoric and Composition

University of Texas at El Paso

Graduation Date: May 2014

Dissertation Title: *Toward a Theory of Productivity Problems in Graduate Student Writing*

MAT in English

State University of New York at New Paltz

Graduation Date: May 2005

BA in Communications: Mass Media

State University of New York at Plattsburgh

Graduation Date: May 2000

PROFESSIONAL APPOINTMENTS

08/2020 – Present Associate Professor, University of the District of Columbia

08/2019 – 08/2020 Associate Professor, Hampton University

08/2014 – 08/2020 Writing Center Director, Hampton University

08/2014 – 05/2019 Assistant Professor, Hampton University

01/2019 – 05/2019 Interim Chairperson: Department of English and Foreign Languages,
Hampton University

08/2012 – 08/2014 Adjunct Instructor, El Paso Community College

09/2010 – 05/2014 Assistant Instructor, University of Texas at El Paso

08/2012 – 05/2013 Rhetoric and Writing Studies Coordinator, University of Texas at El Paso

08/2011 – 05/2012 University Writing Center Assistant Director, University of Texas at El Paso

08/2009 – 06/2010 Adjunct Instructor, Bergen Community College

08/2009 – 05/2010 Adjunct Instructor, Fairleigh Dickinson University

09/2007 – 07/2009 Academic Support Center Assistant, Berkeley College

COURSES TAUGHT

Writing Proficiency (ENGL515) – University of the District of Columbia

Spring 2023 (one section) – Asynchronous Online

Spring 2022 (one section) – Asynchronous Online

Fall 2020 (one section) – Asynchronous Online

Technical Writing (ENG470) – University of the District of Columbia

Fall 2022 (one section) – Asynchronous Online

Fall 2021 (one section) – Remote, Virtual

Discovery Writing (IGED210) – University of the District of Columbia

Spring 2021 (two sections) – Remote, Virtual

Foundational Writing in the Social Sciences (IGED111) – University of the District of Columbia
Spring 2023 (two sections) – Technology Enhanced
Spring 2022 (two sections) – Technology Enhanced
Spring 2021 (one section) – Remote, Virtual

Foundational Writing in the Arts and Humanities (IGED110) – University of the District of Columbia
Fall 2022 (two sections) – Technology Enhanced
Fall 2021 (two sections) – Remote, Virtual
Fall 2020 (two sections) – Remote, Virtual

Special Topics: Blogging (ENG399) – Hampton University
Spring 2020 (one section) – Technology Enhanced

Special Topics: Grant Proposal Writing (ENG399) – Hampton University
Spring 2017 (one section) – Technology Enhanced
Spring 2018 (one section) – Technology Enhanced

Advanced Writing Theory/Practice (ENG320) – Hampton University
Spring 2015 (one section) – Technology Enhanced
Spring 2016 (one section) – Technology Enhanced
Fall 2016 (one section) – Technology Enhanced
Fall 2017 (one section) – Technology Enhanced

Writing Research Papers (ENG220) – Hampton University
Fall 2014 (one section) – Technology Enhanced
Fall 2015 (one section) – Technology Enhanced
Fall 2016 (one section) – Technology Enhanced

Technical Communication (ENG218) – Hampton University
Fall 2015 (one section) – Technology Enhanced
Fall 2016 (one section) – Technology Enhanced
Spring 2018 (one section) – Technology Enhanced
Fall 2018 (one section) – Technology Enhanced
Spring 2019 (one section) – Technology Enhanced
Fall 2019 (one section) – Technology Enhanced

Written Communication II – Honors (ENG102H) – Hampton University
Spring 2019 (one section) – Technology Enhanced
Fall 2019 (one section) – Technology Enhanced

Written Communication II (ENG102) – Hampton University
Spring 2015 (two sections) – Technology Enhanced
Spring 2016 (two sections) – Technology Enhanced
Spring 2017 (three sections) – Technology Enhanced
Spring 2019 (one section) – Technology Enhanced

Written Communication I (ENG101) – Hampton University
Fall 2014 (two sections) – Technology Enhanced
Fall 2015 (one section) – Technology Enhanced
Fall 2016 (one section) – Technology Enhanced
Fall 2017 (three sections) – Technology Enhanced
Fall 2018 (two sections) – Technology Enhanced

Résumés & Personal Interviewing (UNV390) – Hampton University

Fall 2018 (one section) – Technology Enhanced

Spring 2019 (one section) – Technology Enhanced

Fall 2019 (one section) – Technology Enhanced

How to be Single and Happy (UNV390) – Hampton University

Spring 2020 (one section) – Technology Enhanced

Technical Writing (ENGL3359) – University of Texas at El Paso

Fall 2013 (one section) Technology Enhanced, Computer Classroom

Fall 2013 (one section) Online

Summer 2013 (one section) Online

Workplace Writing (ENGL3355) – University of Texas at El Paso

Spring 2013 (one section) Technology Enhanced

Fall 2012 (one section) Online

Summer 2012 (one section) Online

Summer 2011 (one section) Technology Enhanced, Computer Classroom

Research and Critical Writing (ENGL1312) – University of Texas at El Paso

Spring 2012 (one section) Hybrid, Computer Classroom

Expository English Composition (ENGL1311) – University of Texas at El Paso

Spring 2014 (one section) Technology Enhanced

Fall 2011 (one section) Technology Enhanced, Computer Classroom

Spring 2011 (one section) Technology Enhanced, Computer Classroom

Research Writing and Literary Analysis (ENGL1302) – El Paso Community College

Spring 2013 (one section) – Technology Enhanced

Expository English Composition (ENGL1301) – El Paso Community College

Spring 2014 (one section) – Technology Enhanced

Fall 2013 (two sections) – Technology Enhanced

Fall 2012 (one section) – Technology Enhanced

Basic English Composition (ENGL0310) – El Paso Community College

Spring 2013 (one section) – Technology Enhanced

Research Writing Workshop (ENGL1102) – Fairleigh Dickinson University

Spring 2010 (one section) Technology Enhanced

Fall 2009 (one section) Technology Enhanced

College Writing Workshop (ENGL1101) – Fairleigh Dickinson University

Fall 2009 (one section) Technology Enhanced

Composition II (WRT201) – Bergen Community College

Spring 2010 (one section) Technology Enhanced

Directed Studies in Writing (EBS031) – Bergen Community College

Summer 2010 (one section) Technology Enhanced, Computer Classroom

Fall 2009 (one section) Technology Enhanced, Computer Classroom

Developmental Skills I (EBS014) – Bergen Community College
Spring 2010 (one section) Technology Enhanced, Computer Classroom
Fall 2009 (two sections) Technology Enhanced, Computer Classroom

CURRICULUM DESIGN

I led a team of First-Year Writing Instructors in redesigning the curriculum for ENG101 – Written Communication I and ENG102 – Written Communication II at Hampton University, which was implemented as a pilot program during the 2015-16 and 2016-17 school years in the hopes that the curriculum would become a permanent fixture at Hampton University. It was approved for the 2017-2018 school year. Duties included the following:

- Selecting and adapting content from courses that follow current trends in composition pedagogy
- Communicating with the publisher of the departmental text

I led a team of graduate student instructors in redesigning an online version of English 3355 – Workplace Writing at the University of Texas at El Paso during the Spring of 2012. I had the following duties:

- Selecting and adapting content from a previous online version of the course
- Organizing meetings
- Collaborating with colleagues on finalizing the version of the online course

CURRICULUM IMPLEMENTATION

I have redesigned and delivered a version of ENGL515 – Online Writing Proficiency, a writing course for graduate students, using principles of learning design. The course:

- Helps students engage with the writing expected in their fields
- Offers synchronous sessions within an asynchronous learning framework

I designed and delivered a redesigned version of ENG101 – Written Communication I and ENG102 – Written Communication II at Hampton University using contemporary trends in RWS pedagogy. The course:

- Familiarizes students with rhetorical concepts
- Helps students understand and develop visual and written literacies

COMMITTEE PARTICIPATION & LEADERSHIP

I have held a variety of administrative and leadership positions throughout my time at the University of the District of Columbia, Hampton University and the University of Texas at El Paso, which I can use to benefit any institution's academic needs.

Interdisciplinary General Education Committee Participant, University of the District of Columbia, 2020 – Present

Duties:

- Served as a scoring leader during Common Assessment of end-of-course products
- Organize an annual workshop series devoted to Writing Across the Curriculum
- Served as team leader in Writing Across the Major course revision initiative

Events Committee, English Program, University of the District of Columbia, 2020 – Present

Duties:

- Assist in organizing events for English majors
- Co-organized and co-presented workshop on freelancing for English and Digital Media majors

Writing Center Director, Hampton University, 2014 – 2020

Duties:

- Facilitated meetings for tutoring staff.
- Conducted outreach to faculty and students across campus.
- Oversaw semester budget for hiring.
- Tutored students in writing.
- Delivered workshops for programs in various disciplines across campus.
- Codified unwritten policies for student usage and staff responsibilities.

Accomplishments:

- Awarded a \$10,000 grant to purchase iMac desktops for student use.
- Wrote end-of-year report to funder describing use of the funds to build relationship with such funder.
- Trained tutors to adopt a process-oriented approach to tutoring.
- Changed the center's name from "Writing Technology Lab" to "Writing Center."
- Designed feedback forms for students to evaluate tutors.
- Designed forms for tutors to send to instructors regarding student progress.

Interim Chairperson, Department of English and Foreign Languages, Hampton University, January 2018 – May 2018

Duties:

- Communicate with department members regarding university initiatives.
- Approve departmental events and correspondence
- Adjudicate student grievances
- Facilitate departmental meetings

Co-Chairperson, Writing Across the Curriculum Committee, Hampton University, August 2015 – May 2018

Duties:

- Designed and implemented workshops on writing pedagogy for faculty in different fields.
- Contributed suggestions on how faculty in various disciplines can adapt writing to their courses.
- Organized and maintain records of writing assignments from various instructors.
- Assisted in organizing and facilitating committee meetings.
- Compiled end-of-year report for Chairperson and Consultant.

Chairperson, First-Year Writing Task Force, Hampton University, August 2014 – May 2018

Duties:

- Oversaw the production of the First-Year Writing Guide, our departmental text.
- Supervised the design and distribution of the final exam for ENG101 and ENG102.
- Organized and facilitated committee meetings.

ADVISING & RECRUITMENT

I served as an academic advisor to a number of majors in the English Program at the University of the District of Columbia; I performed the same service for English majors and minors in Hampton University's Department of English and Foreign Languages. Duties included the following:

- Assisting students with course selection so they meet requirements for graduation
- Advising students on best courses of action to take involving their post-graduation plans

I also participated in recruiting majors into our department. My duties included the following:

- Called accepted students to discuss the benefits of joining our department
- Delivered an annual recruitment presentation at Spring Valley High School in Spring Valley, New York
- Promoted the benefits of being an English major to students in my ENG101 & ENG102 classes

Accomplishments included:

- Successfully recruiting three students to join Hampton University's Department of English and Foreign Languages from other majors on campus

RESEARCH INTERESTS

Singles Studies

Critical Discourse Analysis

Writing Anxiety and Writer's Block

Writing Program Administration

CONFERENCE PRESENTATIONS

"An Addition to the Bechdel: A Test that Measures Portrayals of Singles in Media"
Northeast Modern Language Association. March 12, 2022. Baltimore Marriott Waterfront – Baltimore, MD

"A New Test for Singles-Related Themes in Movies?"
National Popular Culture Association Conference. June 3, 2021. [Held Virtually](#).
(Presentation from 16:00 – 25:30)

"Singlism as a Springboard to Advocacy."
Nineteenth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. October 29, 2020. Virtual.

"Hegemony and the Nuclear Family: A Deconstruction of Pharmaceutical Advertising."
Singles Studies: Global Perspectives International Conference. October 10, 2020. Held Virtually.

"Singlism in Higher Education."
National Popular Culture Association Conference. April 17, 2019. Washington Marriott Wardman Park – Washington, DC

"You're Not Married? Singlism in Rhetoric and Writing Studies."
Research Network Forum. Conference on College Composition and Communication. March 13, 2019. David E. Lawrence Convention Center – Pittsburgh, PA

"There is No Wrong Romance Can't Right."
18th Biennial Conference of the Rhetoric Society of America. June 2, 2018. Hilton Minneapolis – Minneapolis, MN

"Matrimaniacal Discourse in our Favorite Romances."

National Popular Culture Association Conference. March 30, 2018. J.W. Marriott Indianapolis – Indianapolis, IN

"Hegemonic Discourse of Justice Kennedy's Gay Marriage Ruling."

National Popular Culture Association Conference. April 15, 2017. Marriott Marquis Marina – San Diego, CA

"Relationship Rhetoric in the Composition Classroom."

Conference on College Composition and Communication. March 17, 2017. Oregon Convention Center – Portland, OR

"Self-Defense and Bullying Prevention for WPAs."

Council of Writing Program Administrators Conference. July 16, 2016. Sheraton Raleigh Hotel – Raleigh, NC

"Mindfulness in Graduate Student Writing Anxiety."

National Popular Culture Association. March 22, 2016. Sheraton Seattle Downtown – Seattle, WA

"Designing a First-Year Writing Course with a Writing Anxiety Focus."

Research Network Forum. Conference on College Composition and Communication. March 18, 2015. Tampa Convention Center – Tampa, FL

"Productivity Problems in Graduate Student Writing: Does the Song Remain the Same?"

National Popular Culture Association. April 18, 2014. Marriott Chicago Downtown Magnificent Mile – Chicago, IL

Graduate Writing in the Writing Center and Across the Disciplines" (co-presented with Teresa Quezada)

International Writing Centers Association Collaborative. March 13, 2013. University of Nevada at Las Vegas – Las Vegas, NV

"Enhancing Critical Thinking Through Skydiving Metaphors" (co-presented with Cassandra Dulin)

Sun Conference on Teaching and Learning. March 1, 2013. University of Texas at El Paso – El Paso, TX

"Overcoming Writing Anxiety"

UTEP Live Leadership Conference. February 22, 2013. University of Texas at El Paso – El Paso, TX

"Mindfulness in the Composition Classroom"

Southwest Popular Culture Association. February 15, 2013. Hyatt Regency Albuquerque – Albuquerque, NM

"The Use of Blogs in the First-Year Composition Classroom"

Two-Year College Association Southwest Conference. October 26, 2012. Hotel Encanto – Las Cruces, NM

"East-West Workplace Connections"

Southwest Popular Culture Association. February 9, 2012. Hyatt Regency Albuquerque – Albuquerque, NM

"Situatedness in the Writing Center" (co-presented with Randall Monty and Paul LaPrade)
National Conference on Peer Tutoring in Writing. November 5, 2011. Florida
International University – Miami, FL

"Rhetoric of Football Film Through Coach Boone"
National Popular Culture Association. Riverwalk Hotel. April 23, 2011. San Antonio
Marriott Riverwalk Hotel – San Antonio, TX

"A Correlative Study Focused on the Influence of Instructor Commenting on Students'
Writing Process Development on Committee-Graded Essays."
Qualitative Research Network. Conference on College Composition and
Communication. April 6, 2011. Atlanta Marriott Marquis – Atlanta, GA

"Roads from Racism through the Rhetoric of Glory Road"
UTEP/NMSU Graduate English Conference. Hudspeth Hall. March 12, 2011. University
of Texas at El Paso – El Paso, TX

"Alleviating Writing Anxiety Through Aerial Acrobatics"
Two-Year College Association Southwest Conference. October 22, 2010. La Posada
Hotel – Laredo, TX

"Friday Night Lights and A-Ha Lights: A Guide to Swinging the Bat and Swinging the Pen"
Two-Year College Association Northeast Conference. November 13, 2009. Hyatt
Harborside Hotel – Boston, MA

INVITED PRESENTATIONS

"Business Communication 101: The Little Things."
Lunchtime Learning Webinar Series. Virtual. October 25, 2022. University of the
District of Columbia – Washington, DC

"Singles Studies 101: Singlehood as a Viable Way of Life."
Fluid and Dynamic Series. Hybrid. October 13, 2022. University of the District of
Columbia: College of Arts and Sciences – Washington, DC

"Writing Across the Curriculum." (co-presented with Alexander Howe and Wynn Yarbrough).
College of Arts and Sciences's Opening Faculty Meeting. Virtual. August 18, 2022.
University of the District of Columbia – Washington, DC

"Resume and Cover Letter Writing."
Job Seekers Workshop Series. April 7, 2022. Tenleytown-Friendship Neighborhood
Library. Washington, DC

"Journaling for Self-Care."
Center for the Advancement of Learning. Virtual. March 24, 2022. University of the
District of Columbia – Washington, DC

"Living Alone During COVID – And Loving It."
Center for the Advancement of Learning. Virtual. October 21, 2021. University of the
District of Columbia – Washington, DC

"The Gig Economy – UDC Freelancing" (co-presented with William Hanff).
English and Digital Media Programs. Virtual. October 20, 2021. University of the
District of Columbia – Washington, DC

"Building Your Professional Image on the Web."

UDC David A. Clarke School of Law. Virtual. October 14, 2021. University of the District of Columbia – Washington, DC

"Writing and Publication" (co-presented with Benson Cooke, Jillian Wendt, Helene Krauthamer, Cotina Lane, Afiya Mbilishaka, and Delia Richards)

College of Arts and Sciences Opening Plenary. August 18, 2021. University of the District of Columbia – Washington, DC

"Developing Your Writing Process." (co-presented with Alexander Howe, Amanda Huron, and Anika Burtin)

College of Arts and Sciences Opening Professional Development Meeting. Virtual. January 5, 2021. University of the District of Columbia – Washington, DC

"Overcoming Your Writing Anxiety."

Guest Presenter in Critical Skills in Developmental Psychology, taught by Dhymsey Zadkielle Vixamar-Owens. Virtual. October 6, 2020. University of the District of Columbia – Washington, DC

"Designing Writing Assignments."

Writing Across the Curriculum Workshop Series. Virtual. October 23, 2020. University of the District of Columbia – Washington, DC

"Low-Stakes Writing Assignments."

Writing Across the Curriculum Workshop Series. Virtual. September 25, 2020. University of the District of Columbia – Washington, DC

"How to be Single and Happy Without Looking for a Mate."

Osher Lifelong Learning Institute. Willie O. Lawton Building. March 1, 2019. Hampton University – Hampton, VA

"Synthesis."

Marine Science Thesis Seminar. Writing Center. September 24, 2018. Hampton University – Hampton, VA

"Writing in a Professional Setting."

City of Hampton. March 7, 2018. Hampton City Hall – Hampton, VA

"Writing for Life."

Freshman Biology Seminar. Science and Technology Center. October 25, 2017. Hampton University – Hampton, VA

"APA Style."

Hampton University Ph.D. Residency Week. Martin Luther King Hall. May 24, 2017. Hampton University – Hampton, VA

"Conducting Writing Conferences with Students."

Hampton University Writing Across the Curriculum Presentation. Dett Auditorium. March 31, 2017. Hampton University – Hampton, VA

"Building Your Writing Confidence."

Hampton University. Writing Center. July 12 & 13, 2016. Hampton University – Hampton, VA

"Writing An Academic Article."

Hampton University Ph.D. Residency Week. Martin Luther King Hall. May 24, 2016.
Hampton University – Hampton, VA

"How to Write a Scholarly Article."

Hampton University Graduate College Week. Harvey Library. February 25, 2016.
Hampton University – Hampton, VA

"The Writing Process."

Workshop for Graduate Students in Psychology. Martin Luther King Hall. February 10, 2016. Hampton University – Hampton, VA

"International Office Writing Workshop."

Hampton University Outbound Programming. Student Center Ballroom. November 17, 2016. Hampton University – Hampton, VA

"Critical Reading and Writing Skills."

Mara Excellent Ventures Bld. May 17-22, 2016. Muar, Johor, Malaysia.

"Self-Care for Graduate Students."

Hampton University Graduate College Week. Cyber Lounge – Student Center.
February 24, 2015. Hampton University – Hampton, VA

ACADEMIC PUBLICATIONS

Wynne, Craig. "[How to be Single and Happy \(Course Syllabus\)](#)". *Syllabus* (September 2022).

Wynne, Craig. "[Reimagining the Late Policy](#)." *Anti-Abelist Composition Collective* (September 2022).

Wynne, Craig. "[Are Nuclear Families the Only People That Count?](#)" *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy* 7.2 (September 2021).

Wynne, Craig. *Preserving Emotion in Student Writing* (Edited collection). Peter Lang, 2021.

Wynne, Craig. *How to be a Happy Bachelor*. Kendall-Hunt, 2020.

Wynne, Craig. "There is No Wrong Romance Can't Right: Heteronormativity in Our Romantic Comedies." *Revista Feminismos* 7.1 (January-April 2019): 81-88.

Wynne, Craig. "'[Awww, You're Not Married?](#)' [Why We Need a Singles' Rights Movement](#)." *Spark: A 4C4 Equality Journal* 1.2 (October 2019).

First-Year Writing Guide. 13th Ed. (co-edited with Elizabeth Cuddy, Lauren DeLaCruz, Joyce Jarrett, and Trent Kays). Tapestry Press, 2018.

Wynne, Craig. "Emotional Literacy: The Neglected Rhetorical Base." *Teaching English in the Two-Year College* (March, 2016): 314-15.

Wynne, Craig, Yuh-Jen Guo and Shu-Ching Wang. "Writing Anxiety Groups: A Creative Approach for Graduate Students." *Journal of Creativity in Mental Health* 9.3 (September, 2014): 366-379.

Wynne, Craig. "Border Junkies (Book Review)." *Journal of American Culture*

37.1 (March, 2014): 78-79.

Wynne, Craig. "The Benefit of Support Groups for Writing." *Counseling Notes* 4 (8 April 2013): 1-2. El Paso Community College.

Wynne, Craig. "Alleviating Writing Anxiety Through Aerial Acrobatics." *Teaching English in the Two-Year College* 40.2 (March, 2013): 309.

Guo, Yuh-Jen, Shu-Ching Wang, Shelly R. Statz and Craig Wynne. "Analysis of Webpages in CACREP-Accredited Counseling Programs." *The Professional Counselor: Research and Practice* 2.2 (September, 2012): 160-168.

Wynne, Craig. *Additional Resources for Instructors Using Choices: A Writing Guide with Readings*. (5th ed.). Co-edited with Sandra Blystone and Bruce Thaler. Bedford/St. Martin's, 2012.

Wynne, Craig. "How I Cite." Chapter Introduction. *Praxis: A Brief Rhetoric* (2nd ed.) Fountainhead Press: 2012.

Wynne, Craig. "Take a Leap Into Writing." Chapter Sidebar. *Praxis: A Brief Rhetoric* (2nd ed.) Fountainhead Press: 2012.

Wynne, Craig. "Evaluation of Web Sources." *UTEP Guide to First-Year Composition* (14th ed.). Contributor. University of Texas at El Paso: 2011. 245.

POPULAR PUBLICATIONS

Wynne, Craig (co-written with Joan DeFattore). "[Is it Harder to be a Single Man or a Single Woman?](#)" Article. *Psychology Today*. December 11, 2021.

Wynne, Craig (co-written with UDC student Yohannes Tsigab). "[Teaching Students to Advocate for Fairness for Single People](#)." Article. *Unmarried Equality*. May 8, 2021.

Wynne, Craig. "[Why Romance Movies May Be a Social Problem](#)." Article. *Psychology Today*. January 20, 2021.

Wynne, Craig. "[Changing the Language of Singlehood](#)." Article. *Psychology Today*. September 10, 2020.

Wynne, Craig. "A Stage for the Single and Childfree." Short Story. *Singular*. June 17, 2019.

Wynne, Craig. "Why We Should Celebrate National Singles' Day." Letter to the Editor. *Hampton Daily Press*. September 15, 2018.

Wynne, Craig. "Why Politicians Will Eventually Start to Pay Attention to Singles." Guest Blog Post. *Unmarried Equality*. August 18, 2018.

Wynne, Craig. "D'oh! Singlism on *The Simpsons*." Article. *Singular*. June 1, 2017.

Wynne, Craig. "Singles' Rights are Human Rights." Guest Blog Post. *Psychcentral*. April 4, 2016.

Wynne, Craig. "Singles Discrimination in the Academic World." Article.

Singular. March 1, 2016.

Wynne, Craig. "Relationship Status." Short Story. *Singular*. October 12, 2015.

Wynne, Craig. "Little Boss Man." Short Story. *Instigatorzine*. February 18, 2010.

Wynne, Craig. "Lines Written at 3 a.m. while Listening to Undermind." Poem. *Shawanagunk Review*. SUNY New Paltz English Department. 2004.

GRANTS

How to be a Happy Bachelor Research. Spencer Foundation. Summer 2019. \$50,000 (not funded)

Institute for Singles Studies. Spencer Foundation. Spring 2019. \$50,000 (not funded)

Singlism in the Academic World. Spencer Foundation. Spring 2018. \$5,000 (not funded)

Webinar Materials. Reynolds Foundation. Spring 2017. \$10,321 (not funded)

Community Writing Workshop. Southeast Virginia Community Foundation. Spring 2016. \$5,200 (not funded)

Computers for the Writing Technology Lab and Foreign Languages Lab (co-written with Jacques Digbeu and Shonda Buchanan). National Endowment for the Humanities. Fall 2015. \$60,000 (not funded)

Computers for the Writing Technology Lab. Beazley Foundation. Spring 2015. \$10,000 (funded)

ACADEMIC SERVICE AND COMMUNITY INVOLVEMENT

Reader for Advanced Placement Language and Composition Exam. College Board. 2017-2022.

Moderator for Session at The University of the District of Columbia College of Arts and Sciences Inaugural Teaching-Learning Roundtable. May 6, 2021.

Judge. Arnold Gold Foundation Medical Essay Contest. 2016-21.

Grant Editor. Muse Writers Center. 2017.

Session Facilitator. Conference on College Composition and Communication. 2017 & 2019.

Discussion Facilitator. Conference on College Composition and Communication. 2017.

Session Facilitator. National Popular Culture Association Conference. 2016 & 2019.

Discussion Facilitator. Research Network Forum. Conference on College Composition and Communication. 2015 & 2017.



FISCAL IMPACT STATEMENT

TO: The Board of Trustees

FROM: Managing Director of Finance *David A. Franklin*

DATE: June 8, 2023

SUBJECT: Tenure Approval for Craig Wynne, Ph.D., College of Arts & Sciences

It is concluded that there is no fiscal impact associated with the granting of tenure to Dr. Craig Wynne Associate Professor of English in the Division of Arts & Humanities, in the College of Arts & Sciences (CAS) of the University of the District of Columbia (UDC). The proposed resolution is for the approval of tenure for Dr. Wynne at his current rank of Associate Professor.

The Chair, DEPC, and CPC of CAS have conducted thorough, independent reviews and prepared independent reports to the dean regarding tenure for Professor Wynne. It was then considered at the Dean's, CAO's and President's levels. It has been recommended in the Board Resolution that Professor Wynne be approved for tenure.

Background

Dr. Wynne joined the CAS in August of 2020, with three years of credit towards his five-year tenure track appointment. Vetting of all dossier content was completed at the levels of the program, Department, and School, and also the University Review Committee (URC) for the early promotion application. The CAO reviewed all recommendations and Dr. Wynne's portfolio. All reviews validate the strengths of Professor Wynne's tenure and promotion dossier and conclude that he is an outstanding teacher, researcher and scholar who has earned national and international recognition and praise for his work, making him a highly competitive tenure candidate. Additionally, he has demonstrated a strong record of service to the University community.

The recommendation of tenure for Professor Wynne has been affirmed by the Dean, Chief Academic Officer, and President. The President has forwarded the recommendation and background information along with a resolution for the award of tenure to the Board of Trustees.

Financial Impact

This request has been approved based upon the information provided. There are no anticipated risks at this time.