

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members

Date: 26 March 2021

Initials: AC

1. **SURNAME:** Chaudhuri **FIRST NAME:** Anita
2. **DEPARTMENT/SCHOOL:** Department of English and Cultural Studies
3. **FACULTY:** Faculty of Creative and Critical Studies
4. **PRESENT RANK:** Assistant Professor of Teaching **SINCE:** July 2019
5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
Arizona State University	PhD	English- Rhetoric, Composition and Linguistics	2012
Jamia Millia Islamia	MPhil	English	2004
Jamia Millia Islamia	MA	English	2002
University of Delhi	BA	English	2000

Special Professional Qualifications

Certifications	Dates
International Program for the Scholarship of Educational Leadership: UBC Certificate on Curriculum & Pedagogy in Higher Education	Currently enrolled
TESL Canada Professional Standard Three Certification	Permanent
IELTS Examiner for Speaking (British Council and IDP Australia)	2013 - 2021
IELTS Examiner for Writing (IDP Australia)	2013 - 2018
Leaders of Learning, Harvard University – Harvard X-GSE2x [edx, Inc.]	2017
Communicating in a Global Context, Arizona State University – Thunderbird School of Global Management [edx, Inc.]	2017
Professional Management Seminar Series Certificate, Mount Royal University, Canada	2017

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
University of Calgary, Werklund School of Education	Sessional Instructor; Research Assistant- Curriculum Development	2019
Mount Royal University, English Language Program	Program Specialist	2016 – 2018
University of Calgary, Werklund School of Education - International Foundations Program	Sessional Instructor; Curriculum Developer	2012-2016
Arizona State University, Department of English	Faculty Associate; Graduate Teaching Associate	2007 – 2012
Portland State University, College of Liberal Arts & Sciences	Fulbright FLTA	2005 – 2006
Cambridge University Press Pvt. Ltd	Desk Editor	2006 – 2007
Orient Blackswan Pvt. Ltd	Assistant Editor	2004 – 2006
Katha (Non-profit organization)	Consultant	2004
Jamia Millia Islamia (Central University)	Sessional Instructor	2003

(b) *At UBC*

Rank or Title	Dates
Assistant Professor of Teaching (tenure-track)	July 2019 - Present

8. **TEACHING**

(a) *Areas of special interest and accomplishments*

- Areas of interest: Communications and Rhetoric, Composition and Writing Studies, Culture in second language writing, Anti-racist pedagogy
- Accomplishments:
 - i. New courses
 - a. CORH 204: Communications in Humanities
 - b. CORH 331: Social Writing: Studies in Multimodal Communication
 - ii. Development of teaching material for ENGL 109, CORH 204 and CORH 331

(b) Courses Taught at UBC

Session	Course Number	Total Scheduled Hours	Class Size	Total Hours Taught per Course			
				Lectures	Tutorials	Labs	Other
2021 Winter 2	CORH 204	39	7	39			26 (office hours)
2020-21 Winter 2	ENGL 109	39	25	39			26 (office hours)
2020-21 Winter 1	ENGL 109	39	25	39			26 (office hours)
2020-21 Winter 2	ENGL 109	39	23	39			26 (office hours)
2020-21 Winter 1	ENGL 109	39	23	39			26 (office hours)
2019-20 Winter 2	ENGL 109	39	11	39			26 (office hours)
2019-20 Winter 1	ENGL 109	39	11	39			26 (office hours)
2019-20 Winter 2	ENGL 109	39	11	39			26 (office hours)
2019-20 Winter 1	ENGL 109	39	11	39			26 (office hours)

(c) Students Supervised (If Applicable)

Student Name	Program Type	Year		Supervisory Role (supervisor, co-supervisor, committee member)
		Start	Finish	
Michael H. Landry	PhD	2019	Expected 2023	Committee member

- (d) *A summary of student evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)*

TEQs were not conducted for the two Winter 2019 terms at UBCO. Data on teaching effectiveness from previous teaching experience and from an informal end-of-term survey prepared using Qualtrics at UBC is included as Appendix 1.

- (e) *Continuing Education Activities*

Activity	Date
Sharing & Discoverability - Making an Impact with your Open Education Resources	March 2021
Open Education 101	March 2021
Exploring Open Tools: How the Faculty of Education is Developing Interactive Learning Activities with H5P, CTLT, UBC	February 2021
Educational Leadership Network – Events Co-ordinator Planned and offered workshops	2020-2021 Current team member
Incorporating UDL, Accessibility, and Wellbeing Principles Into Your Online Courses and Materials with Marie Krbavac, CTLT, UBC	July 2020
Cultural Safety Training with Eric Mitchell and Chris Marchand	August 2019
International Distinguished Visitor – Dr. Terry Myers Zawacki: Participated in workshop	August 2019
Peer mentor network at UBC Okanagan; organized by Centre for Teaching and Learning - Joined meetings, workshops and one-on meeting with mentor (Dr. Jose Teixeira)	September 2019 -May 2020
Educational Leadership Network – team member - Joined meetings to discuss the network’s vision and work in both Okanagan and Vancouver campus	Joined August 2019 Current member
Symposium on Second Language Writing: Webinar Series by Dr. Paul K. Matsuda	May 2020

9. EDUCATIONAL LEADERSHIP

- (a) *Areas of special interest and accomplishments in educational leadership*

- Areas of interest: Curriculum Development, Experiential learning, Academic Integrity, Scholarship of Teaching and Learning, Scholarship of Educational Leadership
- Accomplishments:
 - i. Teaching and Learning Grant, University of Calgary (2021-2023)
 - ii. UBC Curriculum Alignment Tool, Funded by Provost’s Office, UBCO: As a core development team member, responsibilities include-
 - a. Collaboration on designing the platform for the mapping tool;

- b. Development of website content to facilitate navigation functions and a step-by-step approach to curriculum mapping;
 - c. Participation in usability studies to inform prototypes of the program
 - d. Planning and participation in dissemination activities: Live demonstration at UBC Celebrate Learning 2021
- iii. UBC ALT Fund 2040: Program development – Certificate and minor in Communications and Rhetoric

(b) *Curriculum development/renewal*

Course and Curriculum Development	Term
CORH 204: Taught first term; Developed new classroom materials, assignments and assessment	2021 Winter II
CORH 331: Social Writing: Studies in Multimodal Communication Received Senate approval; To be offered in 2021 Winter 1	2021-22 Winter II
ENGL 109: Two-semester course offered for the first time by FCCS. Developed new classroom materials, assignments and activities	2019-20 Winter I & II
ENGL 109: Common diagnostic preparation and assessment meeting	2019-20 Winter I
Developed CORH 204: Communication in the Humanities Received Senate approval: April 2020	2020 Winter II
Developed CORH 200-level course: The Rhetoric of Otherness; developed and submitted as part of ALT 2040 grant application.	2020 Winter II

(c) *Teaching and Learning Grants*

Grant Type	Date
Teaching and Learning Grant, University of Calgary - Co-applicant - Title: The efficacy of experiential learning through peer feedback in graduate education programs - Funding amount: CAD 39,900.00	2021-2023
FCCS Research Support Fund - Principal investigator - Title: Well-being during COVID-19: Intervention strategies to address teaching and learning challenges - Funding amount: CAD 1000.00	2021
The Aspire Learning and Teaching (ALT) Fund 2040 - Category 2: Program development and transformation - Co-applicant - Title: Certificate and Minor in Communications and Rhetoric (CORH) - Funding amount: CAD 93,002.00	2020-2023
Teaching and Learning Grant, University of Calgary	2016-2018

- Co-applicant - Title: - Funding amount: CAD 39,960.00.00	
Participant in SSHRC Connection Grant (Principal Investigators: Dr. K. Lenters and Dr. M. McDermott) Werklund School of Education, University of Calgary	2017-2019

(f) *Other educational leadership contributions*

Educational service and leadership contributions after joining UBCO.

EL Contribution	Overview of Activities	VENUE & DATE
1. UBC Curriculum Alignment Tool, Funded by UBCO Provost's Office	Develop Curriculum Alignment Tool for the following purposes: 1. Promote identification of program learning outcomes (PLOs) at the inception of a new program, and review them periodically to ensure relevancy and strategic alignment. 2. Guide development of new courses (and course learning outcomes or CLOs), syllabus generator, and revision of courses. 3. Map CLOs to PLOs to establish curriculum alignment.	UBCO; 2020- Currently ongoing
2. Integrity in Online Education Working Group, Sponsored by UBCO Provost's Office	Amalgamate best practices in academic integrity for online education and provide expertise and resources for their implementation for faculty, staff, and students. 1. Create materials and resources: 2 modules on academic integrity were reviewed and edited for availability at UBCO. 2. Establish a community of practice: Participated in planning of workshop for UBC Celebrate Learning 2021. 3. UBC-branded marketing materials: Participated in adjudication of UBCO Academic Integrity Digital Poster Contest.	UBCO; 2020- Currently ongoing

Educational service and leadership contributions prior to joining UBCO.

SERVICE	OVERVIEW	VENUE & DATE
1. Committee Member, University of Calgary Teaching Awards	The committee was responsible for reviewing dossiers to adjudicate on two awards: Award for Continuing and Professional Education and Award for Fulltime Academic Staff Professor.	Taylor Institute of Teaching and Learning, 1 March 2019
2. Lead; INTL Scholarships Subcommittee	I led the Scholarships Subcommittee to ensure selection of bursary recipients and timely disbursement of allocated funds.	Canadian Bureau of International Education, organized online, 2017-2018
3. Representative; Review of English proficiency requirements at Faculty of Nursing and Midwifery	I represented the English Language Program and presented on equivalency of test scores across several standardized tests of English. This resulted in a thorough review of undergraduate student admission process and requisite language support that the Faculty offered.	Faculty of Nursing and Midwifery, Mount Royal University, February 2017
4. Organizer; Adapting to a changing landscape: Retreat with lead instructors	This workshop was organized around change management processes. The team identified core values of the program, key capabilities, processes, outreach efforts and room for improvement.	English Language Program, Mount Royal University, 26 May 2017
5. Jury member, TESL Canada Innovation Awards	The committee was responsible for adjudicating awards in the following categories: Digital Teaching or Learning Resources and International Publisher Resource Designed for the Canadian Market.	Online, 19 May 2017
6. Lead & Subject matter specialist; Piloting a new placement test: CaMLA	a) I workshopped with academic staff members to unpack the new placement test, exam protocols, assessment strategies. b) A second workshop focused on quality control procedures and assessment criteria.	English Language Program, Mount Royal University, 2017
7. Subject matter specialist; EAP grading rubrics	Faculty members met to review assessment criteria used for all courses offered by International Foundations Program.	Werklund School of Education, University of Calgary, 2014

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

(a) *Areas of special interest and accomplishments*

- Areas of interest: Scholarship of Teaching and Learning (SoTL), Scholarship of Educational Leadership (SoEL), Academic Integrity
- Accomplishments:
 - Planned and offered 3 workshops to support SoTL practice
 - Planned and facilitated 2 workshops for ELNET on SoTL
 - Successfully nominated and selected for International Program for the SoEL: UBC Certificate on Curriculum and Pedagogy in Higher Education (2021)
 - Preparation of manuscript on academic integrity

(b) *Presentations (Identify whether International/National/Local)*

- Chaudhuri, A. (August, 2021). Writer's agency in multimodal discourse. World Congress of Applied Linguistics, Groningen, the Netherlands. (International)
- Chaudhuri, A. & Bhowmik, S. (August, 2021). Culture of writing: A critical stance proposed by multilingual EAP students. World Congress of Applied Linguistics, Groningen, the Netherlands. (International)
- Chaudhuri, A. (2021, May). Mentorship for an accessible learning environment. 2020 University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, Alberta. (National)
- Chaudhuri, A. & Bhowmik, S. (2021, May). "You are ready": Role of mentorship in preparing international students. 2020 University of Calgary Conference on Postsecondary Learning and Teaching, Calgary. (National)
- Chaudhuri, A. (2021, May-June). How to avoid culturally un-sustaining pedagogy: Critical discourse analysis of student response on academic writing practices. Canadian Association for the Study of Discourse and Writing, Congress 2021, London, Ontario. (International)
- Chaudhuri, A. (2019, October). Multimodal discourse in EAP teaching contexts: Focus on Writer's Agency. ATESL Conference, Calgary, Alberta. (Provincial)
- Chaudhuri, A. (2020, February). ENGL 109: Multilingual learners and future directions in Communications. University of British Columbia- Okanagan, Kelowna. British Columbia. (Local)
- Chaudhuri, A. (2020, February). Grammar as part of holistic writing instruction. 3rd Annual Instructional Roundtable. University of British Columbia- Okanagan, Kelowna. British Columbia. (Local)
- Chaudhuri, Anita, Subrata K. Bhowmik, Greg Tweedie, Xiao Li and Erica Amery. "Academic writing by ESL students: Insights into the cultural factors." The 2018 University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, AB, Canada, 2018. (National)
- Chaudhuri, Anita, Rebecca Young and Anita Hibbard. "Modularizing Academic English." Celebrate! Teaching & Learning, Calgary, AB, 2018. (Provincial)
- Chaudhuri, Anita, Subrata K. Bhowmik, Marcia Kim and Erica Amery. "Multilingual student perceptions of first and second language writing." 20th National Metropolis Conference, Calgary, AB, Canada, 2018. (National)

- Chaudhuri, Anita, Subrata K. Bhowmik, Gregory Tweedie, Marcia Kim and Erica Amery. "Culture club?' Students' perceptions of the impact of culture on English writing." ATESL, Calgary, AB, Canada, 2017. (Provincial)
- Chaudhuri, Anita, Subrata K. Bhowmik. "Cross-cultural issues in EAP writing textbooks: The case of Canadian universities." TESL Canada conference, Niagara Falls, ON, Canada, 2017. (National)
- Chaudhuri, Anita, Subrata K. Bhowmik and Xiaoli Liu. "Student reflections on L2 writing development: Cultural factors and experiences." TESL Canada conference, Niagara Falls, ON, Canada, 2017. (National)
- Chaudhuri, Anita, Subrata K. Bhowmik, Anuradha Sengupta, Gregory Tweedie, Marcia Kim and Xiaoli Liu. "What lies beneath': The influence of literacy practices in different cultures on L2 writing." Canadian Association of Applied Linguistics annual conference, Toronto, ON, Canada, 2017. (National)
- Chaudhuri, Anita, Subrata K. Bhowmik, Gregory Tweedie and Xiaoli Liu. "Writing literacy development of multilingual students: An investigation of cultural factors." Canadian Association for the Study of Discourse and Writing, Toronto, ON, Canada, 2017. (National)
- Chaudhuri, Anita, Subrata K. Bhowmik, Anuradha Sengupta, Gregory Tweedie and Marcia Kim. "An Investigation of the Cultural Factors Affecting L2 Writing: Student Perceptions in the EAP Classroom." American Association for Applied Linguistics Annual Conference, Portland, OR, USA, 2017. (International)
- Chaudhuri, Anita, Subrata K. Bhowmik. "The efficacy of teacher agency: Insights from the L2 writing classroom." ATESL TESL Conference, Edmonton, AB, Canada, 2016. (Provincial)
- Chaudhuri, Anita, Murray Peglar and Anthony Aplebee. "EAP to ESP: A Curriculum Development Discussion." TESL Canada Conference 2015, Lake Louise, Calgary, AB, Canada, 2015. (National)
- Chaudhuri, Anita. "Glocalizing the Experience of Freshman Composition." TESOL Doctoral Forum, Philadelphia, PA, USA, 2012. (International)
- Chaudhuri, Anita. "EIL for Mainstream and ESL Students: Re-imagining Pedagogic Practices for FYC in the US." TESOL Doctoral Forum, Boston, MA, USA, 2010. (International)
- Chaudhuri, Anita. "Integrating World Englishes in FYC curriculum." 16th Annual TESOL/Linguistics Graduate Symposium, Tempe, AZ, USA, 2010. (Local)
- Chaudhuri, Anita. "Course Labels and Identities: A Study of L2 Writing Classrooms." Symposium on Second Language Writing, Tempe, AZ, USA, 2009. (International)
- Chaudhuri, Anita. "Effects of Linguistics Identity Labels on FYC Students." Anita Chaudhuri. TESOL Doctoral Forum, Denver, CO, USA, 2009. (International)
- Chaudhuri, Anita. "On Mahasweta Devi, Literature and Cultural Studies." Anita Chaudhuri. Spring Colloquium, Institute for Asian Studies, Portland State University, OR, USA, 2006. (Local)
- Chaudhuri, Anita. Translating Prem Chand's Jhanki. Anita Chaudhuri. National Seminar on Translating Socio-literary Space, Department of English, Jamia Millia Islamia, New Delhi, India, 2005. (National)

Chaudhuri, Anita. "Pietas of Suffering: Michael Ondaatje's Anil's Ghost." Anita Chaudhuri. International Conference on Canadian Studies, University of Rajasthan, Jaipur, India, 2005. (International)

(c) *Workshops*

Offered

Chaudhuri, A. & Bhowmik, S. (2020). Making writing effective: Critical analysis of writer's voice. Workshop for Goalpara College, Gauhati University, India.

Chaudhuri, A. (2020). Exploring Giroux's concept of "educated hope." Workshop for B. Borooah College, Gauhati University and IBS Business School, India

Chaudhuri, A. & Bhowmik, S. (2020). Back to School- Readiness of Academia. Workshop for TESOL Society of Bangladesh, Dhaka, Bangladesh.

Facilitated

ELNET Workshop on Educational Leadership: Workshop with Dr. Christina Hendricks, CTLT and Dr. Peter Newbury, CTL on Educational Leadership. (2020). UBC, Canada.

ELNET Workshop on "Love it or Lose it" strategies for teaching and learning. (2021). UBC Celebrate Learning, Canada.

(d) *Conference Participation*

Shifting Linguistic Landscape International Conference: A new terrain for multilingual and transcultural pedagogies, Werklund School of Education, University of Calgary, AB, Canada. April 3-24 (Learning circle) and April 26 (Conference).

Is there a vaccine for the infodemic? Roger W. Gale Symposium in Philosophy, Politics and Economics, UBC Zoom, March 4-5, 2021

Innovators, Designers & Researchers: Leading a New Knowledge Network Conference. Galileo Educational Network and the Office of Teaching and Learning, Faculty of Education, University of Calgary, AB, Canada. 2013. (National)

Multidisciplinary Approaches in Language Policy and Planning. An International Research Conference, Werklund School of Education, University of Calgary, AB, Canada. 2012. (Participant; National)

16th Annual TESOL/Linguistics Graduate Symposium, Arizona State University, Tempe, USA. 2010. (Organizer; Local)

Symposium on Second Language Writing, Arizona State University, Tempe, USA. 2009. (Session Chair; International)

15th Annual TESOL/Linguistics Graduate 6 March, Arizona State University, Tempe, USA 2009 (Session Chair; Local)

CALICO Conference, Arizona State University, Tempe, USA. 2009. (Conference Assistant; International)

11. SERVICE TO THE UNIVERSITY

(a) *Areas of special interest and accomplishments*

- Curriculum review of ENGL 109 for new BA Implementation; part of hiring committee for Instructor in Indigenous Literary, Cultural and Composition Studies
- Development of UBCO Curriculum Mapping Tool: Meetings with representatives from FCCS, UBCO Provost's office, and UCalgary's Taylor institute of Teaching and Learning

Meeting	Participants	Date
Introduction on curriculum project	Patti Dyjur from UCalgary's Taylor institute of Teaching and Learning	June 19, 2020
Curriculum Mapping: Sample project on Curriculum Links	Jordan Stouck, Aisha Ravindran – FCCS; Laura Prada – Provot's Office; Patti Dyjur – UCalgary	June 25, 2020

(b) *Memberships*

Committees	Service	Date
Departmental	ENGL 109 Team Lead	2020-2021
	English Program Committee	Joined September 2019
	1 st & 2 nd year ENGL Committees	Joined January 2020
Faculty Service	Joint Advisory Committee	2021
	Merit & PSA Committee	Joined January 2020
	Hiring Committee: Instructor Position - Indigenous Literary, Cultural and Composition Studies	Joined committee meetings and conducted interview: April 2020

(c) CoGS representative

Student Name	Program Type	Year		Role
		Start	Finish	
Elaheh Najafianashrafi	MSc	2019	2021	Neutral Chair – Thesis defended on April 8, 2021

Deserae Gogel	MA	2019	2021	Neutral Chair – Thesis defended on March 15, 2021
Kelly Hanson	PhD		2020	Neutral Chair – Thesis defended on October 19, 2020
Adrian Zuyderduyn	MA	2018	2020	Neutral Chair – Thesis defended on August 25, 2020
Hogun Kang	MSc	2018	2020	Neutral Chair – Thesis defended on August 20, 2020
Claudia Marroquin Pinto	MA	2018	2020	Neutral Chair – Thesis defended on June 23, 2020.

12. SERVICE TO THE COMMUNITY

(a) *Memberships on scholarly societies, including offices held and dates*

Service	Scholarly Society/ Committee/ Journal	Date
Reviewer for academic journals	Language Teaching Research	Current
	Teaching and Learning Inquiry	Current
	BC TEAL Journal (Advisory Board Member)	Current
	Canadian Journal for Studies in Discourse and Writing/ Rédactologie	Current
	Interchange: A Quarterly Review of Education. Springer.	2017
	Journal of Professional, Continuing, and Online Education. Canadian Association for University Continuing Education	2017
Grant proposal reviewer	Education Developer's Caucus – EDC Grants	December 2019
	Conference on College Composition & Communication	June 2020
Conference proposal reviewer	Taylor Institute of Teaching and Learning Conference	December 2019
	Society for Teaching and Learning in Higher Education	January 2020
	National Council of Teachers of English (NCTE)	2020-2021
Professional memberships	Alberta TESL	2013-2020
	National Center for Faculty Development and Diversity	2018-2020

13. AWARDS AND DISTINCTIONS

(a) *Awards and nominations for Teaching awards (indicate name of award, awarding organizations, date)*

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

Award Name & Organization	Date
University Graduate Associateship, Arizona State University, USA	2007 – 2012
University Graduate Fellowship, Arizona State University, USA	2007 – 2010
Marvin M. Fisher Book Award, Department of English, Arizona State University, USA	2009
Fulbright Foreign Language Teaching Assistant (FLTA) Fellowship, Portland State University, USA	2005 – 2006
Valedictorian Award, Jamia Millia Islamia, India	2004 – 2005

14. OTHER RELEVANT INFORMATION (Maximum One Page)

THE UNIVERSITY OF BRITISH COLUMBIA
Publications Record

If Applicable – not required in the Educational Leadership Stream

SURNAME: Chaudhuri

FIRST NAME: Anita

Initials: AC

Date: 26 March 2020

1. REFEREED PUBLICATIONS

(a) *Journals*

Bhowmik, S., & Chaudhuri, A. (2021). "I need my instructor to like sit with me": Addressing culture in L2 writing instruction. *BC TEAL Journal*, 6(1), 11–28. <https://doi.org/10.14288/bctj.v6i1.387>

Bhowmik, S., Chaudhuri, A. Kim, M., Tweedie, G. (2020; In press). Culture and L2 writing: Student perceptions of factors affecting academic writing. *Writing and Pedagogy*. 13 (2).

(b) *Conference Proceedings*

(c) *Other*

2. NON-REFEREED PUBLICATIONS

(a) *Journals*

(b) *Conference Proceedings*

(c) *Other*

Open Educational Resource:

Chaudhuri, A. and Bhowmik, S. (Spring 2021; Editorial review in progress). *Writing Spaces, Assignments and Activities Archive*.

3. BOOKS

(a) *Authored*

(b) *Edited*

(c) *Chapters*

Waterhouse, M., & Chaudhuri, A. (2019). Experimentations in affective reading in adult language classrooms. In K. Lenters & M. McDermott (Eds.), *Affect, Embodiment, and Place in Critical Literacy: Assembling Theory and Practice* (pp. 51–61). New York, NY: Routledge.
<https://doi.org/10.4324/9780429027840>

4. SPECIAL COPYRIGHTS

5. ARTISTIC WORKS, PERFORMANCES, DESIGNS

6. OTHER WORKS

7. **WORK SUBMITTED** (including publisher and date of submission)

Revised and Resubmitted

Bhowmik, S. & Chaudhuri, A. Addressing culture in the L2 writing classroom: A pedagogical framework. *TESOL Quarterly*.

Under review

Chaudhuri, A. & Bhowmik, S. Educated hope in SoTL. *Teaching & Learning Inquiry*

8. **WORK IN PROGRESS** (including degree of completion)

Manuscript under preparation

Chaudhuri, A (Ed.). Academic Integrity: Scholarship at the university-level (tentative title). Edited collection for On-Campus Imprint of UBC Press: Proposal emailed for review.

APPENDIX 1

1 TEACHING EVALUATION

1.1 University of Calgary (U of C)

The following graphical representation of USRI data (Figure 1) shows that I have consistently maintained a good (5) to excellent (7) rating at Werklund School of Education (WSE). The linear trendline confirms that from 2012 to 2016, I consistently met student expectations. The following criteria are used at U of C to determine the USRI rating: i) overall instruction, ii) enough detail in course outline, iii) course consistent with outline, iv) content well-organized, v) student questions responded to, vi) communicated with enthusiasm, vii) opportunities for assistance, viii) students treated respectfully, ix) fair evaluation methods, x) work graded in reasonable time, xi) learned a lot in this course, and xii) support materials helpful.

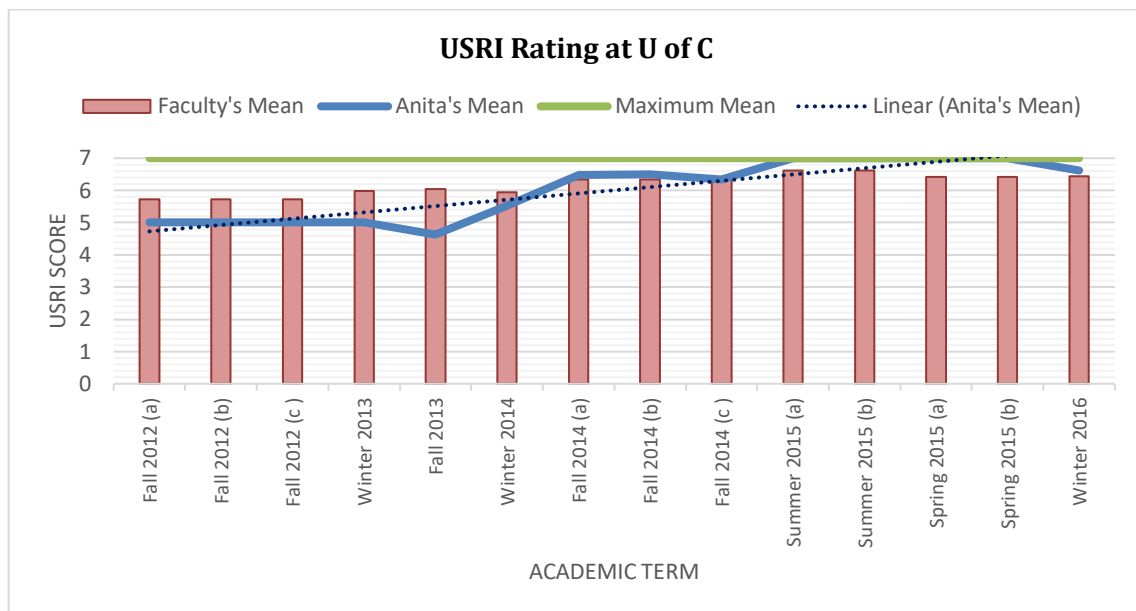


Figure 1: USRI Rating at U of C

The table below indicates the term, course name and corresponding USRI score of my teaching.

Table 1

Term	Course Name	Course Title	USRI Rating (5 good to 7 excellent)
Summer 2015	EAPP 180	Academic Writing & Grammar	7.00
Summer 2015	EAPP 183	Reading Comprehension & Proficiency	7.00
Spring 2015	EAPP 180	Academic Writing & Grammar	7.00

Spring 2015	EAPP 183	Reading Comprehension & Proficiency	7.00
Fall 2014	EAPP 170	Academic Writing & Grammar	6.48
Fall 2014	EAPP 173	Reading Comprehension & Proficiency	6.5
Fall 2014	EAPP 177	Listening Comprehension and Oral Fluency	6.33
Winter 2014	EAPP 183	Reading Comprehension & Proficiency	5.52
Fall 2013	EAPP 193	Reading Comprehension & Proficiency	4.63
Summer 2013	EAPP 183	Reading Comprehension & Proficiency	Low response rate
Summer 2013	EAPP 187	Listening Comprehension and Oral Fluency	Low response rate
Winter 2013	EAPP 170	Academic Writing & Grammar	5.00
Winter 2013	EAPP 173	Reading Comprehension & Proficiency	Low response rate
Winter 2013	EAPP 177	Listening Comprehension and Oral Fluency	Low response rate
Fall 2012	EAPP 170	Academic Writing & Grammar	5.00
Fall 2012	EAPP 173	Reading Comprehension & Proficiency	5.00
Fall 2012	EAPP 177	Listening Comprehension and Oral Fluency	5.00

When I started teaching at WSE, my first priority was to ensure that my scope of teaching was well-aligned with program/course expectations and outcomes statement. Starting with a USRI score of 5 was therefore, good as it established a baseline on my teaching effectiveness. Next, I took up student concerns. I noticed comments such as,

- . “ We did not enough practice because we had a lot of Exams.”
- . “The time of this course (reading) is not enough.”
- . “Dr. Anita Chaudhuri was one the best instructor that I have ever seen. She truly knew how she could encourage students to do their best in writing. One of our important problem was a short time we had to study all documents that were in EAP... If we had enough time we could improve in writing more.”

According to the student feedback, I needed to reduce the number of assignments and tests as well as spend more time discussing the material or practicing to change the drop in rating from 4.63. While I could not alter the schedule of classes, I took some decisive measures to reduce the amount of time spent on exams. I invested time in preparing test materials that were now offered using the learning management system, i.e. Blackboard (and later D2L). I collaborated with my colleagues and reviewed assessment practices to focus on quality and not quantity. Examples of the changes I implemented as a result of this reflective practice are as follows:

- i) Use of in-class time to learn from self and others: I ensured everyone had access to a computer. 3-4 students were assigned to a group. Each one had to read an article (300-500 words), brainstorm on the topic, draft a short group narrative or essay and submit this group work on Blackboard. I too the role of a facilitator and participated in all the group projects with real time feedback.
- ii) Acknowledgement of differences in learning styles: Short Blackboard quizzes that were randomized, open book and sometimes in class.
- iii) Weekly practice resources were posted and often connected to events offered in the community.

These changes were critical for student learning, particularly, their time management skills. The content of the courses I offered were closely aligned to my teaching philosophy and the USRI ratings documented this change in instructional design. From 5 (good) my USRI rating peaked at 7 (excellent), always at par or higher than the Faculty’s mean rating (Figure 1).

1.2 Arizona State University (ASU)

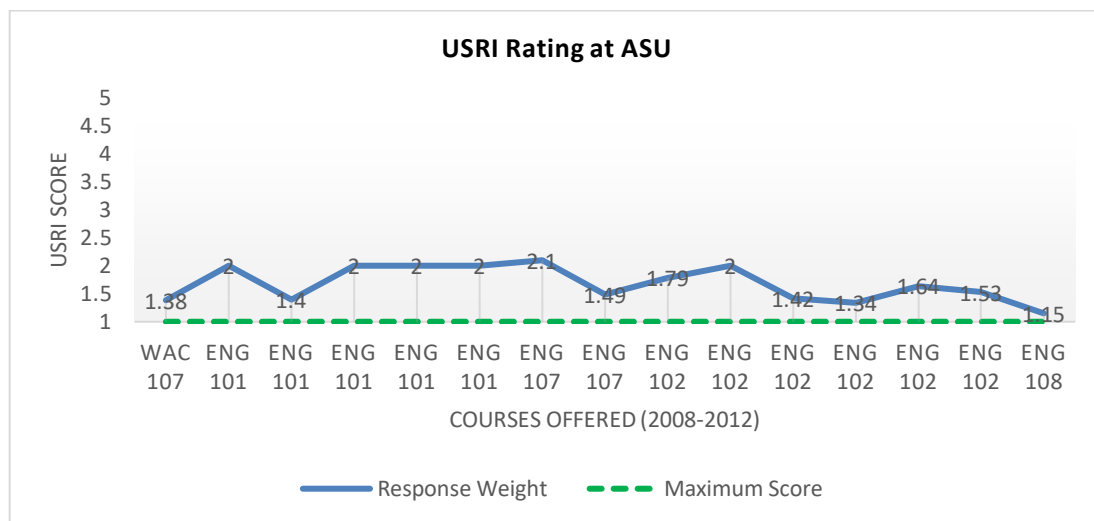


Figure 2: USRI Rating at ASU

Response Set: A = 1: Strongly Agree; B = 2: Agree; C = 3: Neutral; D = 4: Disagree; E = 5: Strongly Disagree

The above data (Figure 2) represents that as an instructor I received positive teaching evaluation. Students, both international (WAC 107; ENG 107/108) and mainstream (ENG 101/102), always agreed with the way the courses were presented in class. I strategically planned assignments and activities to ensure that students would develop skills in rhetoric and composition that would be useful and applicable in all educational endeavors.

USRI rating at ASU was based on the following criteria: i) I have confidence in my instructor’s knowledge of the subject, ii) conveys enthusiasm about the subject matter in this course, iii) encourages students to analyze ideas and think critically, iv) responds thoughtfully to my work for this course, iv) willing to give assistance outside of class, v) makes clear what is expected of me in this course, vi) the course

has expanded my understanding of its subject, vii) course fulfills its stated objectives and goals, viii) I would recommend this instructor to other students.

Given below are a few examples of comments that students included in their course evaluation.

Question: Please make any other comments about this instructor and/ or this course:

- . Response 1 (ENG 102): "I really enjoyed this course and the instructor. I would recommend it to other students."
- . Response 2 (ENG 102): "The instructor was very nice and was always available for anyone who might have questions or needed help. She was a great instructor."
- . Response 3 (WAC 107): "Really good teacher, enthusiastic about her work... really professional."

1.3 University of British Columbia - Okanagan

Due to COVID-19 the TEQ exercise at the Okanagan campus was waived for full year Winter 2019 courses. In an attempt to receive feedback from ENGL 109 students, I prepared an end-of-term survey using the UBC Survey Tool provided by Qualtrics. About 50% of students from both sections participated in this survey and a brief snapshot is as follows:

- (i) All participants agreed that the course was an important part of their first-year academic writing experience.
- (ii) More than 80% of the participants strongly agreed that the instructor was available, demonstrated broad knowledge and enthusiasm, and provided effective feedback.

ENGL 109 (Sections 002 & 005): End-of-term feedback

