

DATE: 3 October 2015

TO: CLS Awards Committee

FROM: Michelle Miley, Department of English

RE: Nomination of Doug Downs for Provost's Award for Undergraduate Research/Creativity Mentoring

On behalf of my colleagues in the Department of English, I am writing this letter to nominate Dr. Doug Downs for the Provost's Award for Undergraduate Research/Creativity Mentoring. Doug's commitment to mentoring of undergraduate scholars and his passion and belief in engaging them in valuable learning processes permeates all of his work – research, teaching, and service. We can think of no other individual as committed to undergraduate scholarship through research and creativity, and we are honored to nominate him for this award.

Doug's own publication and presentation history provides strong evidence of his commitment to undergraduate research and creativity. A quick scan through his research reveals titles like "What Can a Novice Contribute? Undergraduate Researchers in First-Year Composition," "Snatching Reality from the Jaws of Romance: The Would-Be Mentor as Writing Instructor," and "Adventures in Undergraduate Research: Finding Mentors, Collaborating, and Publishing" (an invited presentation, showing the impact Doug has had nationally on the importance of undergraduate research). He has served as a faculty sponsor for the MSU Undergraduate Scholars Fellows Program and as a Councilor for the Council on Undergraduate Research/National Conference of Undergraduate Research (of which he is still a member). Currently, he is also the editor of the national peer-reviewed journal of undergraduate research in rhetoric and writing studies, *Young Scholars in Writing*, which he has brought to MSU. And if his research and service was not enough, the sheer numbers of undergraduates mentored by Doug show his commitment to undergraduate research and creativity. Since 2001, Doug has mentored at least forty-nine undergraduate conference proposals and presentations, all of which have been accepted. He has co-presented with students at thirteen major conferences, and has both co-authored essays with undergraduate students (two) and mentored undergraduate scholars in their own writing and submission (five accepted). The number of hours he spends mentoring students and working to create meaningful, engaging research experiences for them is incalculable.

But the numbers do not do justice to the impact Doug has on those whom he has mentored. Attached are three letters of support from individuals mentored by Doug during their undergraduate careers. Two, Emily Jo Schwaller and Angie Mallory, have graduated and are now graduate students in top programs in rhetoric and composition. Sadie Robertus is a current student at MSU. Their voices say it better than any of us could:

Emily Jo writes, "Professor Downs is continually placing himself in the background of these experiences. . .allowing other people's strengths to be highlighted instead of his own. Yet, none of the English-Writing students would be nearly as successful if it was not for his guidance, mentorship, and support."

Angie writes, "Doug invited me to be part of a panel he was proposing for the Council of Writing Program (CWPA) Administrators Conference. Although I argued that no one at a professional conference would want to hear what a mere undergraduate had to say, he shared with me how valuable it is for professors to be able to see students' experiences through the eyes of the students themselves, and that I brought that kind of perspective to the table."

And Sadie speaks to the impact Doug has had on her experience as an undergraduate: "This past year, Dr. Downs has given me the opportunity to serve as editorial assistant for *Young Scholars in Writing*, a peer-reviewed undergrad journal of which he is editor. He understood that this position would give me practical, hands-on experience and knowledge about the peer-reviewing process and magazine publishing practices as well as help me narrow my focus on possible career paths to follow after graduation. Dr. Downs

constantly has his eye on ways to prepare a college student for life beyond the university, and this internship is a prime example of that focus.”

I myself experienced the positive impact Doug has on the students that he mentors before I even arrived at Montana State University. I was at the *Conference on College Composition and Communication*, the national conference for our discipline, and noticed a panel on *Writing About Writing*, the undergraduate curriculum that Doug has developed and that is based on the idea that undergraduate students can participate in scholarly conversations. As expected, I was intrigued and inspired by the curriculum. However, what I was not expecting was the evidence *from a student herself* of the effectiveness of the curriculum and of the impact of Doug’s teaching. Former MSU student Angie Ford (now Mallory) was one of the panelists, and her presentation spoke not only of how important the curriculum Doug developed was to her understanding of herself as a writer and to the development of her writing, but also to the importance of Doug’s response to her writing. Angie spoke of how Doug’s interest in her thinking and interest in her writing gave her confidence to keep learning. After that first writing course with Doug, she continued her research with him, presenting at conferences and co-authoring with him as her letter details.

As Angie’s story shows, Doug’s commitment to undergraduate research and creativity begins at the CORE 2.0 level with WRIT 101. The *Writing About Writing* curriculum, which stems from the curriculum he developed in collaboration with Elizabeth Wardle at the University of Central Florida, emerged from Doug’s commitment to student learning and to creative curriculum development. An innovative approach to thinking about the type of content students benefit from encountering as they develop as writers, as well as to how we as teachers can inspire and encourage students to engage with their own development as writers, *Writing About Writing (WAW)* has impacted writing curriculum across the nation since Doug’s original publication introducing it in 2007. In his role as Director of CORE Writing at MSU, Doug’s mentoring of graduate teaching assistants and non-tenure track instructors means that his own commitment to thinking about undergraduate learning spreads throughout the CORE writing curriculum. It is this sort of commitment to learning that provides the foundation for students to develop as researchers and scholars throughout their undergraduate careers.

As a scholar, an undergraduate mentor, a classroom teacher, the director of CORE Writing, and as a colleague, Doug exemplifies commitment to undergraduate learning and research, and to creating engaging learning environments that allow undergraduates to fully realize their own potential as scholars. The exemplary contributions Doug has made and continues to make to undergraduate research and creativity extends across the MSU community and into the national community of teachers of writing. We are honored to be a part of the community of learning and mentoring Doug has created, and are honored to write a letter of nomination for him. He exemplifies excellence in undergraduate mentoring better as well as any faculty member we know, and is a deserving candidate for the Provost’s Award for Undergraduate Research/Creativity Mentoring.

To Whom it May Concern,

October 1, 2015

I am writing this letter in support of the English Departments' nomination of Dr. Doug Downs for the Undergraduate Mentorship Award. Doug taught the first course I took at MSU (English 101), mentored me throughout the rest of my undergrad career, convinced me to apply to graduate school, and eventually we co-authored a book chapter together that is now published. At the time, I knew Doug was an unusually committed mentor, but it wasn't until my second year in my current Ph.D. program that I realized just how much that dedication had helped me succeed in my academic career.

During the end of my very first year as an undergrad, Doug took notice of my writing and thinking abilities, and invited me to write a conference proposal based on a research paper I'd written in his English 101 course about communication practices in firefighting. I insisted I would never speak in front of people and balked at the idea, but he circumnavigated my fear and convinced me that I had something valuable to say. He used the opportunity to teach me how to write a proposal, and we submitted to the National Conference for Undergrad Research (NCUR). To my utter shock, it was accepted, and I went off to present in New York.

The next year, as a Junior, I proposed and was accepted to present at NCUR again, this time talking about research that hit closer to home: Military veteran learning processes in college. Then Doug invited me to be part of a panel he was proposing for the Council of Writing Program (CWPA) Administrators Conference. Although I argued that no one at a professional conference would want to hear what a mere undergraduate had to say, he shared with me how valuable it is for professors to be able to see students' experiences through the eyes of the students themselves, and that I brought that kind of perspective to the table. Our proposal was accepted and we traveled to Albuquerque, NM, where Doug introduced me to many of his colleagues—most of whom asked me where I would be applying to grad school and if I had considered theirs. What I found there surprised me: people who asked the same kinds of questions I did, and who listened when I spoke. Even the big-name authors I had only read in class took time to speak with me. They were genuine folks who cared about students and were passionate about their jobs. I felt at home. In creating a space for me on his panel and coaching me through the process, Doug had not only added an invaluable line to my CV, he had also immersed me in the culture of his field. This reframed grad school for me: no longer was it a place where untouchable smart people went, but it was a place where people with questions like mine worked to answer them. And those people wanted me. That experience (and Doug's prodding) led me to propose to another conference the next year—the largest in our field—where the experience of feeling at home amongst academics was repeated.

During this process of growth, my budding confidence in myself and trust in Doug as a faculty member who would encourage my ideas, led me—then a Sophomore—to tentatively ask him if he'd help me write something in response to a call for papers on military veterans in composition. "Are you asking me to co-author a book chapter with you?" he typed into the Google-chat line. I will never forget that moment. I was making chocolate chip pancakes for my little kids and my laptop was on the counter by the stove. I froze, spatula in hand. *Was I? Was that acceptable? Was I good enough? I had barely been in college two years.* I swallowed my insecurities and typed, "Yes." Doug told me it was my turn to convince him, so I set to work on a proposal. Shortly thereafter we began our research for the chapter.

Nearing the end of my undergrad career, Doug *strongly* encouraged me to apply for grad school. But no matter how much I felt at home at the conferences, I was pretty sure no grad school would accept me. I was a country girl from Oregon who had later become a firefighter in California and then worked on airplanes in the Navy. I was newly divorced and a single mom of two small kids: not the grad school type, I argued. But he persisted—telling me that I didn't have to go, but he could see great things ahead of me, if I wanted them. I'm a mite bit stubborn: I applied to grad school essentially to prove to him that I wasn't cut out for it and end the conversation once and for all. So I applied to nine grad schools. I didn't want to leave any room for argument when I triumphantly declared that I was right: nobody would let a girl like

me into grad school. All nine of the schools accepted me. That might be the only argument I've been happy I lost.

One of the programs I applied to was Iowa State University's MA program in Rhetoric and Composition. The call I received in response was that they wanted to fly me out and interview me for the Ph.D. program. They had never accepted anyone directly from a Bachelor's to the Ph.D. program, but they told me, "Your CV reads like a visiting professor, so we don't see a reason to make you do an MA. You're ready for bigger things." Why was I ready? Yes, it had to do with my hard work and dedication during my undergrad, but without Doug taking the time to notice my potential and facilitate ways for others to see it too, no one would have known I was ready—myself included. I accepted ISU's offer and set out for bigger things.

Three long years after we started the book chapter I'd instigated as a Sophomore flipping pancakes, our book chapter, "Uniform meets Rhetoric: Excellence through interaction" was published as part of the edited collection, *Generation Vet*. Against all my shy protests, Doug insisted that I be first author, saying that the project had been my idea, I'd designed the study, done the interviews, and so much of the work. That honor was a whirlwind of wonderful, because it was like an achievement badge showing that I'd really learned something in my time as an undergrad. I grew more in the year we worked on that project together than probably any other time in my undergraduate career. Through experience, through hours of academic argument over meanings and language, Doug helped me grow up into someone who was ready to be a Ph.D. student. When I got flustered and couldn't say why what I was arguing for was important, he would switch roles, taking a time out from being co-researcher and being the voice of encouragement. "Don't give up your point because I'm the professor and you're the student. You are an equal half of this project—if not more. This is how knowledge is made. This is how problems are solved. You have to argue for the research you did, argue your perspective—not because we disagree, but because we have to look at all angles of this. This is why academia is important: it's not your perspective or my perspective, but it's what we can come to know as we interact." *Excellence through interaction*. The title reflected our experience, and set my expectations for academic life. If this was academia, then yeah, I wanted it.

I'm in the 3rd of my Ph.D. program at Iowa State University now, with many more conferences under my belt. I've served as the assistant chair for an international conference, was chosen for a rigorously selective internship in Washington, D.C., and designed a writing course for military veterans. As a teacher of composition, I find joy in noticing my students' abilities and providing ways for them to shine. I know from experience how much of a difference that can make in a student's life. But I didn't know how truly unusual Doug's mentorship of undergraduates was until last year when members of my cohort started working on conferences proposals. They had been through two-year MA programs, and taught for several years, yet most had never presented at a conference. Never written a proposal. They were smart, ambitious people who simply never had the good fortune to have a professor who mentored them (even in grad school) as Doug mentored me as an undergrad. Until that moment, I had no idea that undergrad mentors like him were so rare.

Dr. Doug Downs deserves the Undergraduate Mentor Award because he consistently sets aside his own pursuits to show his students what their future could be like if they persist in their dreams. He doesn't just stand in front of them and make speeches about it, he spends hours and days working beside them, leading by example, and tirelessly making students his priority. Higher Education remains the hope of the future because of people like Doug. His mentorship truly changed the course of my life for the better and I aim to mentor my own students in the same way.

Sincerely,
Angie Mallory

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To: Montana State University Undergraduate Mentor Award Selection Committee

From: Emily Jo Schwaller

RE: Dr. Doug Downs

October 1, 2015

Dear Undergraduate Mentor Award Selection Committee,

My name is Emily Jo Schwaller and I am a Montana State University graduate. I am writing on behalf of Dr. Doug Downs, who is incredibly deserving of this prestigious award. The first time I heard the name Professor Downs was at my student orientation. I had not met him, but when I ran into students on campus and told them I was going into English-Writing they would ask, "Are you going to have Professor Downs? He's fantastic!" During Orientation he met with me to talk about the Montana State University English Department and all the wonderful opportunities I would have as a student. At first I thought this might be propaganda for the department, an attempt to make sure that students didn't change majors before the semester began. What I quickly came to realize, however, was that even before the fall semester had started, Professor Downs was already eager to include me in the learning environment and scholarly conversation of academia because he genuinely wants to hear what his students think. Never once, as an undergraduate student, did I feel like I had nothing to contribute to the field of English. Instead Professor Downs constantly helped shape the way that I could make my ideas heard even more to insure that I, and every other student, had the best chance of success. His enthusiasm continued throughout my undergraduate career, providing me with unimaginable research experiences and a passion to continue learning.

Professor Downs encouraged me as a scholar, researcher, and learner in writing. When I first entered Montana State University, I wanted to pursue a career in communications and editing. When Professor Downs learned of this, he went out of his way to find me an internship as an editorial assistant so that I could gain the experience necessary to achieve my goals. This opportunity allowed me to experience a writing job outside of the university and to gain confidence in my writing at a professional level. Although I eventually decided not to go into the private sector, this opportunity allowed me to explore the potential area of interest. Professor Downs is constantly encouraging his students to try new things and explore different avenues of writing. Rather than forcing his own agenda on his students, he instead supports their wishes and finds experiences that can help them transfer these skills to all future writing experiences. Rather than only helping students achieve a degree, he is also helping them attain a future.

After realizing that the private sector was not for me, I felt lost. Like most undergraduates I was sorting through the various careers I could have with an English degree and Professor Downs continued to help lead me towards different opportunities. He allowed me to pursue many options, before finally emailing me one day to ask if I had ever considered doing research. At this point I did not realize that undergraduate research existed or what it would entail, but Professor Downs suggested that I might enjoy conducting an independent research project and presenting my findings. His ability to find students' strengths before they have even recognized them is incredible. Through his support and mentorship I was able to pursue multiple research projects starting from my third semester onwards. He constantly wants to collaborate with students on their research and to make sure that their ideas reach a larger audience, giving purpose and attention to the work we do. His support and guidance enabled me to present at five different professional and academic conferences as an undergraduate, experiences that are invaluable for continuing on to graduate school.

Finally, in my senior year at Montana State University, I had the opportunity to be his research assistant on an empirical research project. This opportunity is what helped me realize that I wanted to pursue a degree in academia. Throughout the entire process he was open to hearing my ideas, entertaining all of them as equally important, and allowing me to learn the process myself and be an active participant and member in the research conducted. We then went on to present our findings at an international conference, where he introduced me to

important members of the field and helped me network with amazing scholars around the world. Professor Downs is continually placing himself in the background of these experiences, instead allowing other people's strengths to be highlighted instead of his own. Yet, none of the English-Writing students would be nearly as successful if it was not for his guidance, mentorship, and support. After this conference, I expressed my wish to continue on to graduate study and he made himself available to read paper after paper, research schools with me, and place me in contact with numerous members of those universities. His efforts helped secure my future in academia and provide me with an essential model of how to help my own students as a graduate teaching assistant at North Carolina State University.

Not only does Professor Downs deserve this award for being a fantastic and supportive mentor, he also deserves to be recognized for his constant selflessness. Everything he does is for the benefit of his students. College students are constantly trying to determine what they want to do or be, and any student of Professor Downs is given the opportunity to question and dream. Throughout every semester of my undergraduate degree and onwards, Professor Downs continues to help and encourage me. Montana State University is incredibly fortunate to have such an outstanding professor and mentor. What a wonderful opportunity for him to be celebrated for what he does best!

Thank you for taking the time to consider and recognize excellent teachers and mentors such as him.

Graciously,

Emily Jo Schwaller

Graduate Student
English Department
North Carolina State University
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October 1, 2015

Dear Selection Committee:

I am pleased to recommend Dr. Doug Downs for the Undergraduate Mentor Award. As a senior majoring in English Writing, I have already traveled extensively overseas and in-country, learned the logistics of undergraduate research, presented at research conferences, and interned as editorial assistant for an undergraduate, peer-reviewed journal—all thanks to the mentorship of Dr. Downs. By relating some of these experiences in further detail, I hope to demonstrate Dr. Downs's complete dedication to student learning and growth and to advocate for his deserved recognition in this area.

Dr. Downs first introduced me to undergraduate research my sophomore year of college, and from then on I was hooked. He has supervised all of my research endeavors, provided expert feedback on my work, and prompted me to present at conferences such as NCUR, FWPCA, and WSRL. Because of these ventures and Dr. Downs's mentorship along the way, I've learned to acquire and analyze data critically, hone my public speaking skills, and associate with fellow researchers in a professional setting.

This past year, Dr. Downs has given me the opportunity to serve as editorial assistant for *Young Scholars in Writing*, a peer-reviewed undergrad journal of which he is editor. He understood that this position would give me practical, hands-on experience and knowledge about the peer-reviewing process and magazine publishing practices as well as help me narrow my focus on possible career paths to follow after graduation. Dr. Downs constantly has his eye on ways to prepare a college student for life beyond the university, and this internship is a prime example of that focus.

As an academic advisor, Dr. Downs will bend over backwards to accommodate a student's schedule in order to arrange meetings and discuss graduation plans, course options, and recent must-read journal articles in that student's specific line of study. Dr. Downs has not only responded quickly to all my emails and inquiries but has also sent along links to scholarships and information seminars for me to consider. I believe Dr. Downs's overall attention to detail and concern for students goes above and beyond what seems to be typical in advisor-advisee relations.

Dr. Downs is a valued member of the teaching faculty in the English department, and his guidance as a mentor is highly sought after among the students. I encourage you to look favorably upon his nomination for the Undergraduate Mentor Award.

Sincerely,
Sadie Robertus

Material for Downs - Provost's Award for Undergraduate Research/Creativity Mentoring

Philosophy of Undergraduate Research and Mentoring

To be invested in undergraduate research is to believe that students are immensely more capable and knowledgeable than they might initially appear in our classrooms. It is to embrace an apprenticeship model of higher education that deliberately places students in situations that will challenge and stretch them by offering them guided and closely supported experiential learning to the end of scholarly inquiry and professional practice. In essence, to mentor undergraduate researchers is to treat them as if they are not where they are (college students) but rather as if they are already *where we want them to be*: aspiring professionals in their chosen fields. By believing they can do more than we can believe they can do, we open doors for students to do more than *they* believe they can do. This attitude toward the value and essence of undergraduate research infuses all of Downs's efforts in fostering undergraduate research.

During his nearly seven years at MSU, Downs has focused not only on mentoring individual students, but on building and serving in programs and organizations locally and nationally that create the conditions in which undergraduate research in the humanities can be fostered and scaled to match UGR in the sciences. UGR in the humanities has been significantly limited by the traditionally non-collaborative, non-laboratory, reading-based research methods of fields in the letters. These do not lend themselves well to collaborative work with undergraduates. Much of Downs's involvement with undergraduate research has therefore been devoted to modeling successful UGR in the humanities and building systems in his own field of Writing Studies and in the humanities more broadly to foster UGR.

Downs's undergraduate research mentoring demonstrates, therefore, a holistic, balanced commitment to UGR with students, campus programs, state and regional conference participation, national undergraduate and professional conferences, a national UGR publication, and national advocacy for UGR both in-profession and in higher ed.

Students and Research Projects Mentored 2008-present

Total unique students mentored to national presentation or publication: 30 (avg 5 / year)

Total unique projects mentored: 45 (avg 7.5 / year)

Hours of involvement: Not possible to track; 150 hours/year est.

Project Types	Number of Students	Annual Average	Notes
WRIT 490 Undergraduate Research projects	10 projects by 7 students	1.7/year	Most of these overlap with either USP projects or NCUR presentations.
Undergraduate Scholars Program projects	9 projects by 6 students	1.5/year	100% acceptance rate for mentored proposals; 100% completion rate for accepted projects.
National Conference on Undergraduate Research (NCUR) presentations	12 students	2/year	100% acceptance rate for submitted proposals. I sponsor and mentor students on proposals and presentation development.
Professional Conference presentations	9 projects by 4 students	1.5/year	Presentations include one international writing conference in Paris (2014) and 3 presentations at the field's flagship Conference on College Composition and Communication, blind reviewed submissions with a 30% acceptance rate.
Development Editing, Young Scholars in Writing	10 articles by 14 students	2/year	Mentored development of 9 articles (all but one single-authored) for national peer-reviewed journal of undergraduate research in Writing Studies. Students are from colleges around the country.
Local and National Publishing	4 projects by 6 students	1/year	Includes one local publication (<i>Catalyst</i> 2014, three student editors), 2 submissions to <i>YSW</i> (one accepted, 2014), and one submission to <i>English Journal</i> (not accepted).
Co-researching / Co-authoring with students	8 projects by 4 students	.67/year	8 projects, leading to one co-authored book chapter (2014), one co-authored journal article (2010), two national conference presentations (2010), and one international presentation (2014).

National and MSU Support for Undergraduate Research

At MSU and in a number of national scenes, Downs contributes to systems and organizations that foster undergraduate research in the humanities.

Editor, Young Scholars in Writing

Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric is a national, refereed, scholarly journal dedicated to publishing research articles written by undergraduates in a wide variety of disciplines associated with rhetoric and writing. It publishes once per year with its 12th volume currently in press. Downs joined its editorial board in 2005. In 2014, the journal's editorial board appointed him as the third editor in the journal's history, and he marshalled institutional support to make MSU the institutional home of *YSW*.

Downs earned his editor bid on the basis of exemplary mentoring of students. As a Faculty Advising Editor, he's mentored between one and three successful submissions every year, well above average for the board. He typically reviews 4-5 submissions per year and writes substantive development feedback for those rejected. He also created the journal's "Spotlight on First-Year Writing," a venue for research being conducted by first- and second-year students in college composition courses around the country.

Part of the MSU support Downs marshalled for the journal is an undergraduate editorial assistant sponsored through the Undergraduate Scholars Program. The journal has always conducted joint peer-review by undergraduate scholars (including those previously published in the journal) and faculty; this will be the first use of an undergraduate editorial assistant in production of the journal. Between editorial assistant and journal peer-reviewers, bringing YSW to MSU generates an additional 10 undergraduate research opportunities per year.

Time estimates: 40 hours/year (2008-2013), 100 hours/year 2014

Founder and Co-Chair, Committee on Undergraduate Research, Conference on College Composition and Communication (CCCC)

CCCC is the flagship professional organization for scholars in Writing Studies, with a membership of around 7,000. Since 2010, Downs has been among a handful of scholars building support structures for undergraduate research within CCCC. An exploratory task force in 2010-2011 successfully advocated for the formation of a standing committee on undergraduate research, which Downs served as co-chair of for the past three years, developing a survey of membership on undergraduate research practices and institutional support, making CCCC research venues more undergraduate-research friendly, and laying groundwork for a CCCC position statement on undergraduate research currently being drafted. Time estimate: 40 hours/year

Charter Arts & Humanities Division Councilor, Council on Undergraduate Research (CUR)

Downs joined CUR upon his arrival at MSU in 2008 and won national election as a Councilor in the brand-new Arts & Humanities division in 2009, serving a three-year term. Time estimate: 10 hours/year

Writing-about-Writing Pedagogy and CORE Research

Downs is the creator (with Elizabeth Wardle, University of Central Florida) of a nationally implemented first-year composition (WRIT 101/201) pedagogy based on undergraduate research. In this "writing about writing" pedagogy, first-year students engage the scholarship of Writing Studies directly (through scaffolded and mentored reading instruction) and, based on comparison of extant research with their own experiences as writers and readers, develop research questions for small-scale empirical research projects. The students conduct this research and practice reporting the results. While little is publishable, students get a vastly strengthened sense of the nature of inquiry at the university and of the research-driven work their faculty across the disciplines are doing. The best of it *is* presentable (at NCUR or CCCC, for example) or publishable in *Young Scholars in Writing*. Writing-about-writing pedagogy and its undergraduate research has been adopted by over 200 colleges and universities nationwide, and Wardle and Downs's textbook *Writing about Writing* (Bedford/St. Martins) is in its second edition.

While not tagged as R-Core courses, MSU's WRIT 101 and WRIT 201 taught with writing-about-writing pedagogies present one of the few true undergraduate research experiences (with self-generated research questions responsive to current scholarship in the field, primary research, and disciplinary means for dissemination of research of sufficient quality) available to lower-division MSU students.

Reviewer and Advisor, MSU Undergraduate Scholars Program (USP)

Since 2009, Downs has been a proposal reviewer for USP, reviewing 8-10 proposals per year. He is also a go-to USP resource for humanities:

- For the past six years, he's organized practice sessions for panel speakers at NCUR, working with 5-8 students to polish their presentations.
- He regularly attends NCUR as a faculty organizer, assisting USP in facilitating student travel.
- Downs has been a key proponent and organizer of panels at USP's annual Celebration of Student Research and USP regularly consults with me on how to expand and popularize these sessions.
- He regularly serves as an advisor to USP for supporting research in the humanities, e.g. in reviewing and offering design advice in its website for arts and humanities USP proposals.

Time estimate: 25 hours/year plus NCUR attendance

Coordinator, Undergraduate Research, Department of English

Since 2010, Downs has helped coordinate undergraduate research opportunities in the English dept, making faculty aware of undergraduate conference deadlines, USP grant support, and helping match English majors with research mentors. Time estimate: 10 hours / year

Undergraduate Institutional Research on Writing and Writing Instruction

Downs also involves undergraduate researchers in curricular and programmatic research in the English department—helping coordinate undergraduate data analysts in the writing center, and designing campus-writing research in which undergraduates conduct discourse analysis on student writing in majors such as Cell Bio/Neuro to assess writing instruction and student learning needs with regard to writing. Time estimate: 10 hours / year

Scholarship on Undergraduate Research

Downs actively publishes on developing undergraduate research programs in Writing Studies and the Humanities, which also serves as a form of “continued involvement with undergraduate research” and its advocacy and mentoring. Recent publications include:

- Wardle, Elizabeth, and Doug Downs. (2014, 2011). *Writing about Writing: A College Reader*. Bedford/St. Martins.
- Downs, Doug, and Gregory Young. (2012). “What Faculty Need and Want.” *Faculty Support and Undergraduate Research: Innovations in Faculty Role Definition, Workload, and Reward*, ed. Nancy Hensel and Elizabeth Paul. Council on Undergraduate Research. 26-34.
- Downs, Doug. (Fall 2010). “Teaching First Year Writers to Use Texts: Scholarly Readings in Writing-About-Writing in First-Year Comp.” *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy* 60: 19-50.
- Downs, Doug, and Elizabeth Wardle. (2010). “What Can a Novice Contribute? Undergraduate Researchers in First-Year Composition.” *Undergraduate Research in English Studies*, ed. Laurie Grobman and Joyce Kinhead. Utah State University Press. 173-90.
- Downs, Doug, Heidi Estrem, and Susan Thomas. (2010). “Students’ Texts Beyond the Classroom: Young Scholars in Writing’s Challenges to College Writing Instruction.” *Teaching With Student Texts: Essays Toward an Informed Practice*. Ed. Joseph Harris, John Miles, and Charles Paine. Utah State University Press. 118-28.
- Downs, Doug, and ZuZu Feder (undergraduate). (2010). “Undergraduate Research on Writing: Benefits to Faculty and Curriculum Development.” *CUR Quarterly* 31.1: 9-13.