

BIO

*Please see full academic resume below Bio

Alexandria Peary (MFA, MFA, Ph.D.) maintains a dual career in creative writing and composition-rhetoric and has distinguished herself as a specialist in what makes writers function. She is 100% committed to helping other people increase their writing confidence, enjoyment, and success. Alexandria is the author of five books and has published over 140 shorter pieces in leading literary and scholarly journals. Her writing has received accolades including the Iowa Poetry Prize, Slope Editions Book Prize, a Pushcart nomination, and the Joseph Langland Award from the Academy of American Poets.

As a creative writer, she holds a MFA from the Iowa Writer's Workshop and a second MFA from the University of Massachusetts, Amherst. Her poetry books are *Control Bird Alt Delete* (University of Iowa); *Lid to the Shadow* (Slope Editions); and *Fall Foliage Called Bathers & Dancers* (Backwaters Press). Her poetry and nonfiction have appeared in journals including the *Yale Review*, *North American Review*, *Crazyhorse*, *Boston Review*, *Gettysburg Review*, *Painted Bride Quarterly*, *New England Review*, *Meridian*, *New American Writing*, *Volt*, and the *Denver Quarterly*. As a scholar and a teacher, Alexandria is on a mission to reduce writing apprehension through her book publications; her blog (www.prolificmoment.com), which enjoys an international following; her scholarly articles, published in top-tier journals in the field and nominated for awards; and the many invited talks and conference presentations she has given to teachers and professional writers on the topic of writing fluency and ease. Her most recent book, *Prolific Moment: Theory and Practice of Mindfulness for Writing*, explores how to increase student writers' self-confidence through mindfulness, to be issued by Routledge in June 2018. Her other scholarly book, *Creative Writing Pedagogies for the Twenty-First Century*, edited with Tom C. Hunley, was nominated for the CCCC Outstanding Book Award and is the first comprehensive collection of pedagogies for the creative writing classroom. She is also listed at the Poetry Foundation: <http://www.poetryfoundation.org/bio/alexandria-peary>.

Alexandria is a tenured full Professor and the First-Year Writing Coordinator in the English Department at Salem State University where she oversees the freshman writing curriculum and trains faculty. In addition to twenty-two years' classroom teaching, Alexandria has seventeen years' experience as a Writing Program Administrator, directing writing programs at a small private college and a public university, and designing curriculum and faculty training

initiatives. Her approach to writers and writing is based on her interactions with thousands of people from a diverse range of backgrounds and abilities. In 2013, she was nominated by students as Outstanding Teacher at Salem State University. Her degrees are a MFA in Poetry from the Iowa Writers' Workshop, a second MFA in Poetry from the University of Massachusetts, Amherst, and a PhD in English from the University of New Hampshire. This educational background enables her to bridge a range of artistic and academic writers. Her doctoral work focused on the learning needs and strategies of creative writers who are not enrolled in schools.

Alexandria is engaged in the writing community beyond her institution, serving as editor, reviewer, and judge in several volunteer capacities. Her expertise in writing has been enlisted by academic journals where she has served as a reviewer or guest reviewer, including as the History Editor for the *Journal of Creative Writing Studies* and as an external reviewer at *College Composition and Communication*, *Peitho*, and the *Journal of the Assembly of Expanded Perspectives on Learning*. Alexandria has served as a Policy Analyst for the National Council of Teachers of English, the largest organization of teachers of English in the United States, and as the Head Reader for the Baltic program where she also reads submissions for the literary journal *Action, Spectacle*. Most recently, she was selected as the New Hampshire judge for REALM (Recognizing Excellence in Art and Literary Magazines), a national program which annually picks the best high school literary magazines in the country.

Her recent media events include a popular MOOC for the University of Iowa's International Writing Program and her blog, www.prolificmoment.com. Her presentation for the MOOC, with 4,500 participants, was described by the program director as the most watched. She was asked to guest post about her latest book, *Prolific Moment*, at the National Council of Teachers of English (NCTE) blog, an organization with over 35,000 participants: <http://www2.ncte.org/blog/2018/05/the-ability-to-write-is-always-present/> Alexandria has been invited as a keynote speaker in addition to regularly presenting at the major national conferences and associations in her field. Her recent and upcoming speaking engagements include Imperial College of London, University of California Merced, University of Iowa Writers' Workshop, the International Writing Program, Labouré College, Southern Vermont College, Pine Manor College Low Residency MFA Program, the Massachusetts Poetry Festival, and the New Hampshire Poetry Festival.

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ACADEMIC APPOINTMENTS

First-Year Writing Coordinator, Full Professor, English Department, Salem State University.
2017—Present.

First-Year Writing Coordinator, Associate Professor, English Department, Salem State University. 2011—2017.

Associate Professor, Department of Humanities & Social Science, Wentworth Institute of Technology, September 2010—2011.

Writing Program Director, Associate Professor, School of Arts & Sciences, Daniel Webster College, September 2005—May 2010.

Writing Program Director, Assistant Professor, School of Arts & Sciences, Daniel Webster College, September 2000—May 2005.

EDUCATION

Ph.D.	English Specialization: Composition Studies University of New Hampshire, Durham Dissertation: <i>The Self-Help of Composition: Peter Elbow's Writing Without Teachers, Composition Studies, and the Extracurriculum</i> Committee members: Thomas Newkirk (chair); Cristy Beemer; Michelle Cox; Christina Ortmeier-Hooper; Lisa Miller	2005—2010
MFA	Poetry University of Massachusetts, Amherst	1994—1999
MFA	Poetry Iowa Writers' Workshop University of Iowa, Iowa City	1992—1994
B.A.	English with a Concentration in Creative Writing Colby College	1988—1992

Graduated *Summa cum Laude* and with Distinction in Major

TEACHING INTERESTS

- Poetry
- First-Year Composition
- Creative Writing Pedagogy
- Mindfulness Theory/Pedagogy
- Writing Blocks Theory
- Creative Nonfiction
- Classical/Contemporary Rhetoric
- Composition History/Theory
- Process Pedagogy
- Fiction/Narrative

PUBLICATIONS

Creative Writing

(Represented by the Robert Lecker Literary Agency)

Books:

Control Bird Alt Delete. University of Iowa Press. Iowa Poetry Prize. 2014.

Lid to the Shadow. Slope Editions. Slope Editions Book Prize. 2011.

Fall Foliage Called Bathers & Dancers. Backwaters Press, 2008.

Works in Edited Collections:

“Where Particular People Congregate” and “Ye Ol’ Country.” *Watching the Perseids: The Backwaters Press Twentieth Anniversary Anthology*. Backwaters Press, 2017.

“Egyptian Tomb of Emily Dickinson.” *Poet Showcase: An Anthology of New Hampshire Poets*. Eds. Alice B. Fogel and Sidney Hall. Hobblebush Books, 2015.

“Egyptian Tomb of Emily Dickinson.” *New Voices: University & College Poetry Prizes, 1989-1998*. Ed. Heather McHugh. New York: Academy of American Poets, 2001.

Literary Magazine Publications (Poetry):

“Edward Hopper Weekend” and “Gusts.” *Chariton Review*. Forthcoming.

“‘The Fish’ on a Plate” and “Paper Dolls.” *New American Writing*. Forthcoming.

“The Gallery,” “Moving Day,” “Venus of Lowell.” *American Journal of Poetry*. Forthcoming.

“Ceiling Poem, Wall Poem” and “Paperweight.” *Volt* 23, 2018.

“Call Number, Postcard, Lava from Pompeii” and “Private Writing Gallery.” *Diode*, 2018.

Alexandria Peary, Curriculum Vitae

- "Pellet" and "Shadowbox," *Boston Review*. Winter 2018.
- "Self-Portrait with Figure in Ski Mask." *Del Sol Review*. Winter 2018.
- "Happiest on Earth." *Cimarron Review*. Issues 199/200/201, 2017.
- "Melon." *Gettysburg Review*, 30.2, Summer 2017.
- "Bilingualism" and "Medieval Contemporary American Poetry." *Forklift, Ohio*, 35-36, Fall 2017.
- "Balsam." *Yale Review*. April 2017.
- "How to Become a Writer in 12 Easy Steps." *Painted Bride Quarterly*. Print Annual 8. 2017.
- "Home Economics." *Yew*. Winter 2017.
- "Greenfield, U.S.A.," "Knick Knack," and "Spiritual Evidence for Life on Earth" *Hotel Amerika*. Spring 2016.
- "Prayer for a Mill Town," "Foliage Poem," and "Real Estate, Really." *Zymbol*. Fall 2016.
- "To Karin Rhodes Whose Mother Upon Coming to America Was Also Served Fried Clams." *Sextant*. 2017.
- "The water draft," *New American Writing*. Vol. 34, 2016.
- "Joy, Of, Life." *Volt*. Volume 21, 2016.
- "Shesangbeyond." *Bombay Gin*. Vol. 42, 2016.
- "Adult Coloring Book." *Juked*. (2016): <http://www.juked.com/2016/03/alexandria-peary-adult-coloring-book.asp>
- "Redux" and "Junk Shop," *New Delta Review*. 5.2: <http://ndrmag.org/poetry/2015/05/two-poems-4/>
- "Excellent Bathers." *LIT*. 28: 25, 2015.
- "A Lot of Poems Bathing in a Stream." *North American Review*. 300(4), 10.
- "Troubled Lawns." *Birmingham Poetry Review*. No. 42, Spring 2015.
- "On the Flap of an Envelope." *Diode*. 8.1., 2015.
- "These motorized consorts." *Denver Quarterly*. 49.3, 2015.
- "Testing is in Room B." *Jam Tarts*. Issue 1. (2015): <http://www.jamtartsmagazine.com/testing-is-in-room-b>
- "Construction Site." *Sixth Finch*. (Winter 2015): <http://sixthfinch.com/mainwinter15>.
- "Instant Transmission of Knowledge," "The Mou-Mou of Enlightenment," "Mixed Border," and "Ring Tones." *Map Literary*, Fall 2014.

"Oh, Massachusetts." *Poetry Daily*. September 6, 2014. <http://poems.com/poem.php?date=16320>

"Surveillance meteor." *Verse Daily*. <http://www.versedaily.org/2014/surveillancemeteor.shtml>

"---" and "Obloquy of the Manager Called Over." *Route Nine*, March 2014.

"The Door Knob Blossoms." *Red Skies*, April 2014.

"Deconstructing New England." *The Nervous Breakdown*, 2014.

"A Dream Splashed with Ropes" and "A Dream Splashed with Ropes (2)." *Volt*. Issue 20.

"The Lottery of Winged Leaves," "Klee Carpets," "Gift Basket," "Brite Motes," "Bath Toys Sit in the Description," and "Bob's Keys to the Kingdom." *The Chariton Review*. Vol. 36. No. 1, 2013.

"Lilacs." *Denver Quarterly*. Vol. 47. No. 4., 2013.

"Bird Saver" and "Surveillance meteor." *New American Writing*. No. 30, May/June 2012.

"Recording," "Ingredients," and "The Stem of a Shadow."
Yew. <http://yewjournal.com/oct2012/oct2012.html>

"(Fertility) After Follain," "Oh, Massachusetts," and "Rattle." *The Fertile Source*.
<http://fertilesource.com/>

"The Origins of Spring" and "White Orchard." *Literary Imagination*. 13.1, 2011.

"How About Daphne." *The Gettysburg Review*. 23.4, Winter 2010.

"The Entrance of Spring," "The Gift," and "Prodigal." *New American Writing*. No. 28, 2010.

"tiny low garden" and "In the courtyard." *Tygerburning*. 1.1, 2010.

"Title with Shadow" and "The Blue House." *Verse* online. October 2009.

"The Cherry Blossoms Were" and "The Logic of Spring." *Denver Quarterly*. 44.2, 2010.

"Orchard in a Flurry." *jubilat*. Vol. 17, 2010.

"The Hedge." *Indiana Review*. Accepted for publication.

"Circa" and "Song." *Stand Magazine*. 9.1, 2009.

"The Crying Woman." *The Massachusetts Review*. 48.1, Spring 2007.

"Close, Briefly Shaped as Trees" and "Passes." *The Gettysburg Review*. 19.4, Winter 2006.

"One page mountain," reprinted in twentieth anniversary edition, *Verse*. 21.1-3, 2005.

"Conversational Portrait in Grass." *Crazyhorse*. Issue 63, Spring 2003.

Alexandria Peary, Curriculum Vitae

"The Architecture of a Love Poem," "Push-Button Landscape," and "Handwriting in the Sky." *The Gettysburg Review*. 15.3, 2002.

"Pieces of interior and landscape," *jubilat* 5.1, Spring / Summer 2002.

"The Word." *The Spoon River Poetry Review*. 27.2, Fall 2002.

"One Page Mountain," "The White Building," and "Pastoral." *Verse* 2 & 3: 18, 2001.

"The oranges are sexing" and "The Perfect Life." *Fence*. 3.1, Spring/Summer 2000.

"While I Write on a Window." *Pleiades* 20:1, 2000.

"Fall Foliage Called Bathers & Dancers" and "Moonlight Cocktails Are The Thing." *The Gettysburg Review*. 12.2, Summer 1999.

"Egyptian Tomb of Emily Dickinson" and "Two Women from a Matisse Painting Listening to Stravinsky's 'Rite of Spring.'" *Mudfish*. Vol. 11, Fall 1998.

"Still Life with Literature" and "Room with dots." *Poetry Northwest*. 37.4, Fall 1997.

"The Fever First Took The" and "My Mother Found a Horse in My Mouth." *Fine Madness* Issue 21, 1995 .

Creative Nonfiction:

"Where Particular People Congregate." *Meridian*. Winter 2018.

"Making Coffee In Lizzie Borden's Kitchen." *Broad Street*. Forthcoming.

"The Pill That Made Me a Poet." *Anamoly*. Forthcoming.

"Introductions." *Brick*. Spring 2017.

"The Control of Green." *Flyaway*. 2016.

"Ladder in Back Pocket." *Ginosko*. Volume 18, Fall 2016.

"Ninety-Three First Person." *Canary*. Spring 2016.

"Behind the Counter." *New Madrid*. Summer 2015: 76-93.

"Eclairs." *The Chariton Review*. 37.2, Fall 2014.

"Holes and Walls." *New England Review*. Vol. 35. No. 3, 2014.

"Declined." *Guernica*. June 23, 2014. <https://www.guernicamag.com/daily/alexandria-peary-declined/>

"Knick Knacks." *Superstition Review*. Issue 12, 2014.

Alexandria Peary, Curriculum Vitae

"The Self-Interview." *The Nervous Breakdown*. May 2014.

<http://www.thenervousbreakdown.com/apeary/2014/05/alexandria-peary-the-tnb-self-interview-3/>

"Bob's Keys to the Kingdom." *Hippocampus Magazine*, March 2014.

"Signs of the Road." *New Hampshire Magazine*. June 2011.

"Clean with an Ümlaut." *Meeting House*. March 2009.

"At the Pump." *Brain, Child*. October 2008.

"The Way We Write." *NH Writer*. Newsletter of New Hampshire Writers' Project. Summer 2010.

"How to Break the News." *Preemie Magazine*. Accepted for publication.

"Marks of Life: A Parent's Guide to Hemangioma." *Preemie Magazine*, July/August 2007.

"A Way to Give Back to Your Child's First Home." *Preemie Magazine*, Jan/Feb 2007.

"One Can at a Time." *New Hampshire Magazine*, April 2005.

"How to More than Just Survive with an MFA," *Poets & Writers*, 2004.

"Local Fruits and Vegetables are Back to Tempt the Palate." *The Broadcaster* 9 Sept. 2004.

"Downtown Gallery Brings Synergy to the Table." *The Encore* 7 Oct. 2004.

Blog Publications:

"The Ability to Write is Always Present." Guest Blog Post for National Council of Teachers of English, May 2018: <http://www2.ncte.org/blog/2018/05/the-ability-to-write-is-always-present/>

Your Ability to Write is Always Present: A Blog Devoted to Mindful Writing.
<http://www.prolificmoment.com>

"Right Acceptance," www.motherwritermentor.com. January 2015.

"Water Breaks, Writer's Block." www.motherwritermentor.com. May 2012.

"Revision of the Sandwich." www.motherwritermentor.com. April 2012.

PUBLICATIONS

Scholarly

Book Publications:

Prolific Moment: Theory and Practice of Mindfulness for Writing. Routledge, 2018.

Creative Writing Pedagogies for the Twenty-First Century. Co-edited collection with Tom C. Hunley. Southern Illinois University Press, 2015.

Book Chapters:

“Histories and Historiography in Creative Writing Studies.” In *Changing Creative Writing in America*. Ed. Graeme Harper. Multilingual Matters Press, 2017.

“The Pedagogy of Creative Writing across the Curriculum.” In *Creative Writing Studies: A Guide to Its Pedagogies*. Eds. Alexandria Peary and Tom C. Hunley. Southern Illinois University Press, 2015.

“Increasing the Efficacy of Audience Instruction through the S.A.S.E.” Chapter in *Engaging Audience: Writing in an Age of New Literacies*. Eds. Brian Fehler et al. Forward by Lisa Ede and Andrea Lunsford. NCTE, 2009.

Scholarly Journal Publications:

“The Role of Mindfulness in *Kairos*.” *Rhetoric Review*. 35.1 (2016): 22-34.

Review of Janelle Adsit’s *Toward an Inclusive Creative Writing: Threshold Concepts to Guide the Literary Writing Curriculum*. *New Writing: International Journal for the Practice and Theory of Creative Writing*. Forthcoming.

“The Terrain of Prewriting.” *Journal of Creative Writing Studies*. Vol. 2, Issue 1, 2016.

“Walls with a Word Count: The Textrooms of the Extracurriculum.” *College Composition and Communication*. 66.1 (September 2014): 43-66.

“The Montaigne Method: Adding Content and Consciousness through Revision as Invention.” Co-authored with Staci Fleury. *Journal of Teaching Writing*. 30.2 (2015).

“Foreword.” Guest-edited issue (with Tom C. Hunley). *New Writing: International Journal for the Practice and Theory of Creative Writing*. 11.3 (2014): 436-437.

“The Hidden Ethos Inside Process Pedagogy.” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*. 15.1 (Winter 2014): 289-315.

“Taking Self-Help Books Seriously: The Informal Aesthetic Education of Writers.” *Journal of Aesthetic Education*. 48.2 (Summer 2014): 86-104.

“‘An Extremely Pleasant New Kind of World’: Hughes Mearns and the Open-Access Approach to Creative Writing.” *New Writing: International Journal for the Practice and Theory of Creative Writing*. 10.3 (2013): 348-358.

“Eliza Leslie’s 1854 *The Behaviour Book* and the Conduct of Women’s Writing.” *Rhetoric Review*. 31.3 (July 2012). Finalist for 2012 Theresa J. Enos Award for best article published annually in *Rhetoric Review*.

Alexandria Peary, Curriculum Vitae

“Speculative Fiction: High-Stakes Creative Writing in the Disciplines.” *The WAC Journal*. Vol. 23 (November 2012).

“On Detail: The Poetry of Caroline Knox.” *Literary Imagination*. 14.3 (November 2012).

“The Licensing of the Poetic in Nineteenth-Century Composition-Rhetoric Textbooks.” *College Composition and Communication*. 61.2 (December 2009).

“Mindfulness, Buddhism, and the Rogerian Argument.” *JAEPL: Journal of the Assembly of Expanded Perspectives on Learning*. (Winter 2005/2006).

“Bringing Creativity into the Classroom: Using Sociology to Write First Person Fiction” with Laurie Gordy. *Teaching Sociology*. 33.4 (October 2005).

“Reading, Writing, Research: Incorporating Strategies from Composition and Rhetoric into Library Instruction” with Linda Ernack. *College & University Libraries* 11: 1 (2004).

“Strange Identities in the Poetry of Emily Dickinson and Laura Jensen.” *Pleiades* 21:2 (2001).

UPCOMING PROJECTS

The Water Draft. Completed Poetry Manuscript
Happy Grammar. Under consideration at publishing houses.

HONORS AND AWARDS

- Listed at Poetry Foundation: <http://www.poetryfoundation.org/bio/alexandria-peary>
- Nomination, CCCC Outstanding Book Award, 2016.
- Nominated for Distinguished Teaching Award, Salem State University, 2014.
- Nominated for Outstanding First-Year Advocate, Salem State University, 2014.
- Notable Essay, *Best American*. 2014.
- Iowa Poetry Prize, 2013.
- Finalist for Theresa J. Enos Anniversary Award for best essay published in *Rhetoric Review*, 2012.
- Finalist for Theresa J. Enos Anniversary Award for best essay published in *Rhetoric Review*, 2016.
- Slope Editions 2010 Book Prize, 2010.
- Pushcart Prize Nomination, 2000.
- Academy of American Poets Joseph Langland Prize, 1998.
- *Mudfish* Poetry Prize, 1998.
- Associated Writing Programs Intro to Journal Award Nomination, 1994.
- Mary Carver Poetry Prize, Colby College, 1992.
- Phi Beta Kappa, Colby College, 1991.
- Julius S. Bixler Scholar, Colby College, 1989-1992.

INVITED TALKS / KEYNOTE ADDRESSES

- “The Ability to Write is Always Present: Mindfulness Theory for Creative Writing Studies.” Great Writing Conference, Imperial College, London. June 23, 2018.
- “Mindful Writing in the Classroom.” Workshop. New England Association of Teachers of English Conference, October 17, 2018.
- “Creative Writing Pedagogy Symposium.” Keynote speaker. University of California, Merced. October 13, 2017.
- “Your Ability to Write is Always Present: A Mindful Writing Session.” Authors Series: Contemplation, Community, Love, and Empowerment.” Labouré College, January 9, 2015.
- “Creative Writing Pedagogies.” Presentation with Tom C. Hunley. Iowa Writer’s Workshop. University of Iowa. April 29, 2014.
- “Mindful Writing & Overcoming Writing Blocks.” Presentation for MOOC for International Writing Program, University of Iowa. Recording, April 29, 2014.
- “Peter Elbow, Walter Ong and Dorothy Sarnoff: A Discussion of Inner and Outer Rhetoric.” *Citizenship through Empowerment* Lecture Series. Southern Vermont College. March 2011.

EDITORIAL WORK and SERVICE TO DISCIPLINE

- History Section Editor, *Journal of Creative Writing Studies*. (December 2015-Present)
- Judge for REALM: Recognizing Excellence in Art and Literary Magazines for the National Council of Teachers of English, June 2018—present.
- Head Poetry Reader. Baltic Writing Residency. (March 2016-Present).
- Policy Analyst for National Council of Teachers of English (NCTE), Conference of College Composition and Communication (CCCC) and Two-Year College Association (TYCA). (May 2014-October 2016).
- External Reviewer for Tenure and Promotion for Faculty Member at University of Hartford. Summer 2015.
- Guest Reviewer, *College Composition and Communication*. Summer 2016.
- Guest Reviewer, *Peitho Journal: Coalition of Women Scholars in the History of Rhetoric & Composition*. April 2016.
- Guest Reviewer, *JAEPL: Journal of the Assembly of Expanded Perspectives on Learning*. Summer 2015.
- Guest Editor (with Tom C. Hunley) of special half-issue on Creative Writing Pedagogy. *New Writing: International Journal for the Practice and Theory of Creative Writing*. 11.3 (2014).
- Guest Reviewer, *JAEPL: Journal of the Assembly of Expanded Perspectives on Learning*. Spring 2008.

Alexandria Peary, Curriculum Vitae

Guest Judge. William Jay Smith Award for Poetry. MFA Program. English Department. Louisiana State University. March-April 2009.

Guest Judge. "Poetry Out Loud": Regional Competition. National Endowment for the Arts. Plymouth State College. Plymouth, NH. March 2010.

Guest Judge. "Poetry Out Loud": Local Competition. National Endowment for the Arts. Milford High School. Milford, NH. February 2009.

THESIS /DISSERTATION READER

Doctoral Exam Reader. Matt Switliski. University of New Hampshire, Durham. (September 2015).

First Reader/Faculty Sponsor. Kate Artz. (September 2015-Present).

Second Reader, MA Thesis. Laura Smith. Salem State University. Spring 2016.

Second Reader, MA Thesis. Audrey Nicholson. Salem State University. Spring 2014.

Second Reader, MA Thesis. Evan Mugford. Salem State University. Spring 2012.

Honors Thesis/Faculty Advisor. Chengyu Huang. Salem State University. Spring 2015.

Honors Thesis/Faculty Advisor. Jessica Tower. Salem State University. Spring 2014.

CONFERENCE PRESENTATIONS

"Intrapersonal Rhetoric for the Purposes of Creative Writing." Rhetoric in the Creative Writing Classroom Panel. Rhetoric Society of America Conference, Atlanta, GA. May 2016.

"Creative Writing Is For Everyone: Pedagogies for the 21st Century." Panel Chair and Participant. Associated Writing Program Conference, Los Angeles, CA. March 2016.

"Mindful Writing for Poets: Reducing Blocks and Increasing Fluency." New Hampshire Poetry Festival. September 2015.

"The Innovative and Eclectic Work of Thomas Newkirk: Teacher, Mentor, Scholar, Reader, Writer." *Conference on College Composition and Communication*. Tampa, FL. March 2015.

"Digital Transactions and the Author(itative) Ethos." *Conference on College Composition and Communication*. Las Vegas, NV, March 2013.

"Rowdy Grammar: An Interactive and Memorable Way of Teaching Mechanics." *Pearls & Perils Conference*. May 17, 2013. Salem State University. Salem, MA.

"Blogs and the Faculty Who Love Them: Faculty Digital Underlife and the Efficacy of Blog Assignments." *Faculty Learning Community Conference*. May 21, 2013. Salem, MA.

“Your Ability to Write a Poem is Always Present: A Mindful Writing Workshop.”
Massachusetts Poetry Festival. May 3, 2013. Salem, MA.

“Slope Editions Book Panel and Reading.” *Massachusetts Poetry Festival*. Salem, MA, April 2012.

“Helping Faculty Overcome the Digital Divide Through Composition Pedagogies.” *Conference on College Composition and Communication*. St. Louis, MO, March 2012.

“Creative Writing WAC: Using the Imagination to Bridge Critical and Disciplinary Thinking.”
Third International Critical Thinking/Writing-Across-the-Curriculum Conference 2010.
Quinnipiac University. Hamden, CT, November 2010.

“Increasing the Efficacy of Audience Instruction through the Self-Addressed Stamped Envelope.”
Conference on College Composition and Communication. Louisville, KY, March 2010.

“Murray & Elbow’s Ethos: Setting People Up to Write.” *Conference on College Composition and Communication*. San Francisco, CA, March 2009.

“Who’s Afraid of the Writing Center?” *New England Writing Center Association Conference*.
Merrimack College. Merrimack, MA. May 2004.

“Let’s Meditate/Mediate on It: Mindfulness, Buddhism, and the Rogerian Argument.”
Pedagogies & Practicalities: Creativity in the Composition Classroom Conference.
Minnesota State Colleges and Universities Composition Conference. Normandale, MN. October 2003.

“Let’s Meditate/Mediate on It: Mindfulness, Buddhism, and the Rogerian Argument.” *Central New York Conference on Language and Literature*. SUNY Cortland. October 2003.

“Creative Writing at a Technical University.” *Associated Writing Programs Conference*.
Baltimore, MD. March 2003.

“The Off-Center Center: About a Writing Center.” *National Conference on Peer Tutoring in Writing*. 2000. (Accepted for Presentation).

CONFERENCE PARTICIPATION

Massachusetts Poetry Festival, May 4-6, 2018, Salem, MA.

New Hampshire Poetry Festival, September 2017, Manchester, NH.

Symposium for the Study of Writing and Teaching of Writing. Facilitated by Peter Elbow. University of Massachusetts, July 13-17, 2015.

Pearls & Perils. Salem State University. May 2015.

Associated Writing Programs Conference. Boston, MA. March 2013.

Academic Writing in the 21st Century Symposium: Looking Forward. Massachusetts Institute of Technology. October 29, 2011.

Alexandria Peary, Curriculum Vitae

Post MFA Symposium. New England College. July 2009.

New England Writing-Across-the-Curriculum Consortium. (NEWACC). Southern Connecticut University. April 2009.

5th Annual Summer Session on Contemplative Curriculum Development. The Center for Contemplative Mind in Society. Smith College. (August 2008).

Service Learning and the Scholarship of Engagement. Daniel Webster College. (Spring 2006).

Dialogues in the Disciplines: A Workshop for Faculty on Discipline-Based Assessment. New England Educational Assessment Network. University of Massachusetts, Amherst. (May 2005).

Campus-Community Summit on Service Learning, Daniel Webster College. (October 15, 2004).

Associated Writing Programs Conference, Baltimore, MD. (March 2003).

Creative Non-Fiction Conference, Goucher College. (Summer 2002).

New England Peer Tutor Association 3rd Annual Colloquium, Bryant College. (Fall 2002).

Writing Across the Curriculum Conference, Indiana University. (Summer 2001).

Associated Writing Programs Conference, New Orleans, LA. (March 2001).

Summer Arts Retreat, Kârme Chöling Shambhala Buddhist Meditation Center, Barnet, Vermont. 2002.

New Hampshire College and University Council, Daniel Webster College. Nashua, NH. (Fall 2001).

New Hampshire College and University Council, Rivier College. Nashua, NH. (Fall 2000).

National Conference on Peer Tutoring in Writing. (Fall 1998).

Associated Writing Programs Conference, Washington, D.C. (March 1996).

Graduate Research Conference, University of Massachusetts. (Spring 1995, 1996, 1998).

INTERVIEWS AND REVIEWS

The Philadelphia Review of Books

Publisher's Weekly

Choice Magazine

The Chariton Review

Cold Front Magazine

Critical Flame

Fertile Source

Red Skies

Fjord's Review

READINGS AND BOOK SIGNINGS

University of Iowa Press Authors' Reading. AWP Conference. Minneapolis, MN. (April 9, 2015).
Reading at the State Library. Concord, NH. (April 4, 2015).
New England Review Reading Series. Newtonville Books, Newton, MA. (February 10, 2015).
Featured Reader. Prairie Lights Bookstore, Iowa City, Iowa. (April 2014).
Arts at the Armory. Reading with Ayshia Stephenson. Somerville, MA. (October 10, 2014).
Featured Reader. Salem State University. (October 2014).
BASH Series. Brookline Booksmith. Brookline, MA. (June 13, 2014).
Walnut Street Café. Featured Reader. Lynn, MA. (April 3, 2013).
Featured Reader. Salem State Reading Series. Salem, MA. (November 8, 2012).
Collected Poets Series. Shelburne Falls, MA. Featured Reader. (June 7, 2012).
Flying Object. Hadley, MA. Featured Reader. (November 2011).
Gibson's Bookstore. Concord, NH. Featured Reader. (July 2011).
Southern Vermont College. Bennington, VT. Featured Reader. (March 2011).
Del Rossi's. Dublin, NH. Featured Reader. (April 2010).
Never No Locomotive Series. Featured Reader. University of New Hampshire, Durham. (April 2010).
Poetry Corner: Featured Reader. Nashua, NH. (February 2010).
Hyla Brook Reading Series: Featured Reader. Hampstead, NH. (January 2010).
Gibson's Bookstore. Concord, NH. (December 2009).
Del Rossi's. Dublin, NH. (November 2009).
Toadstool Book Shop: Featured Reader. Peterborough, NH (October 2009).
Toadstool Book Shop: Featured Reader. Milford, NH. (July 2009).
New England College. Post-MFA Seminar. (July 2009).
Chester College: Featured Reader. (March 4, 2009).
Daniel Webster College: Featured Reader. (November 19, 2008).
Daniel Webster College: Featured Reader. (October 2005).
Daniel Webster College: Featured Reader. Poetry and Creative Nonfiction. (Fall 2000).
Serop's. Baton Rouge, LA. (September 1999).
The Spanish Moon. Baton Rouge, LA. (October 1999).
Joseph Langland Academy of American Prize, Acceptance Reading, University of Massachusetts. (May 1998).
Multi-Media Collaboration with Rebekkah Kowal. St. Paul's School. Concord, NH. (July 1997).
Wootton's Bookstore. Amherst, MA. (1995, 1998).

TEACHING EXPERIENCE

Classroom Teaching

Associate Professor, Salem State University, 2011-Present.

ENL 855: Creative Writing Theory & Pedagogy (1 section)
ENL 833: Overcoming Writing Blocks (2 sections)
ENL 818: Poetry Workshop (2 sections)
ENL 817: Approaches to Teaching Composition (1 section)
ENL 601: Honors Directed Study (2 sections)
ENL 508: Internship in English (4 sections)
ENL 410: Literary Journalism Workshop (1 section)
ENL 339: Contemporary American Poetry (1 section)
ENL 321: Craft of Poetry (1 section)
ENL 300: Advanced Writing (1 section)

ENL 110: Foundations of Writing (3 sections)
ENL 161: Reading Closely: Emily Dickinson (1 section)
ENL 105: Introduction to College Writing (3 sections)
ENL 102: Composition II (4 sections)
ENL 101: Composition I: Humor as Rhetoric (2 sections)

Associate Professor, Wentworth Institute of Technology, 2010-2011.

HUMN 407: Overcoming Writer's Block (1 section)
ENGL 100: English I Composition (3 sections)
ENGL 115: English II Composition (3 sections)
ENGL 199: Independent Study (1 section)

Assistant/Associate Professor, Daniel Webster College, 2000-2010.

EN 100: Developmental Writing (8 sections)
EN 101: College Writing (8 sections)
EN 101 L: College Writing Online (1 section)
EN 102: College Writing & Research (10 sections)
EN 103: College Writing Tutorial (1 section)
EN 105: College Writing & Research Lab (3 sections)
EN 115: College Writing & Research (2 sections)
HU 200: Introductory Workshop: Fiction and Poetry (1 section)
EN 205: Student Leadership in Tutoring (1 section)
EN 245: Writing for Publication (3 sections)
AE 300: Aviation Writing (1 section)
BM 300: Advanced Business Writing (1 section)
EN 300: Creative Nonfiction (1 section)
EN 345: Poetry as Literature & Workshop (3 sections)
EN 346: Overcoming Writer's Block (2 sections)
HU 348: Writing for Publication (1 section)
HU 490: Independent Study (1 section)

Graduate Instructor, University of New Hampshire, Durham, 2007-2008.

ENG 501: Creative Nonfiction (2 sections)

Instructor, English Department, Louisiana State University, 1999-2000.

ENGL 1001: English Composition (3 sections)
ENGL 1002: Rhetoric (3 sections)
ENGL 2007: Introduction to Reading Poetry (2 sections)

Graduate Instructor, University of Massachusetts, Amherst, 1994-1998.

ENG 120: English Composition: (9 sections)
ENG 120H: Honors English Composition, Talent Advance Placement: (1 section)
ENG 200: Writing and Reading Nonfiction/Memoir (1 section)
ENG 254: Writing and Reading Imaginative Literature: Fiction and Poetry (1 section)
KIN 355: Writing Seminar in Exercise Science (1 section)

ADMINISTRATIVE EXPERIENCE

First-Year Writing Coordinator

Salem State University

September 2011-Present

Curriculum and Program Development

- *Developed first-year composition curriculum:* Helped design new first-year writing curriculum. Developed and implemented training mechanism for ENL 110. Articulated ENL 110 to faculty and administrators. Developed budget for training of ENL 110. Designed and articulated ENL 105, optional course part of new Directed Self-Placement.
- *Chair, Composition Committee:* Facilitated meetings of full-time Composition faculty to discuss a range of issues pertaining to Composition curriculum, assessment, and policy.
- *Redesigned and facilitated Writing Placement:* Designed an online writing placement mechanism for incoming first-year students. Advanced this mechanism to transform it into an online Directed Self-Placement mechanism. Coordinated the development of DSP with Composition faculty, IT, and administrators and staff from various offices on campus. Oversaw a usability test of DSP. Oversaw a pilot of DSP in January 2015.
- *Implemented Policy Changes:* Designed and facilitated discussion of policy changes concerning the First-Year Composition Program including the Exemption Policy and its policy concerning required handbooks.
- *Developed and facilitated composition training workshops and training seminars:* Trained part- and fulltime faculty in Composition theory and praxis, facilitating over 50 meetings, including a pilot training course and an all-day Summer Boot Camp.
- *Designed and facilitated on-campus Writing Conference:* Designed and facilitated annual Writing Vertically Conference for Salem State University faculty with WIC Coordinator (2013-present).
- *Provided support for full- and part-time faculty:* I mentored Composition faculty through regular workshops and one-on-one meetings. Developed the First-Year Writing Professional Development Fund for Part-Time Faculty enabling adjunct faculty to receive a stipend for conference attendance or professional development pertaining to Composition.
- *Developed budgets:* Developed annual budget for Writing Self-Placement and three-year budgets for the First-Year Writing Program.
- *Writing Liaison for Center for Academic Excellence:* Served as liaison for this department and the Composition Program as well as facilitating informal conversations with Summer Bridge Academy.
- *Assessment:* Designed surveys to assess Writing Self-Placement and conducted focus group with students. Implemented changes on Writing Self-Placement from information gathered.

COMPOSITION WORKSHOPS DEVELOPED AND FACILITATED

“Best Practices Exchange.” Salem State University. October 12, 2011.

Alexandria Peary, Curriculum Vitae

- "Rowdy Grammar." Salem State University. October 19, 2011.
- "Mentoring Group." Salem State University November 1, 2011.
- "Teaching Databases in ENL 102." Salem State University. November 9, 2011.
- "Mentoring Group." Salem State University. December 6, 2011.
- "Discussion Group: Lad Tobin's 'Reading Composition's Misplaced Anxieties about Personal Writing.'" Salem State University. February 7, 2012.
- "Discussion Group: Thomas Newkirk's *The Art of Slow Reading*." Salem State University. March 7, 2012.
- "Discussion Group: Donald Murray's 'The Necessary Delay' and 'Writing as a Process.'" Salem State University. March 28, 2012.
- "Incorporating Wikis, Blogs, and Other Web 2.0 Digital Compositions in First-Year Composition." Salem State University. April 11, 2012.
- "Strategies for Teaching Persuasive Writing in First-Year Composition." Salem State University. April 18, 2012.
- "Best Practices Exchange." Salem State University. May 2, 2012.
- "Using Low-Stakes and Informal Writing in First-Year Composition." Salem State University. February 27, 2013.
- "Using Blogs in First-Year Composition." Salem State University. April 2, 2013.
- "Panel on Digital Composition." Salem State University. April 29, 2013.
- "All- Day Boot Camp in Teaching ENL 110/W-I." Salem State University. August 2014.
- "ENL 110/W-I Professional Development Seminar." Salem State University. 4 sessions. September-December 2014.
- "ENL 110/W-I Professional Development Seminar." Salem State University. 4 sessions. January-May 2015.
- "Using OWL (Online Writing Lab) as a Handbook in Composition Courses." Salem State University. October 20, 2014.
- "Interactive Session on Deep Revision." Salem State University. April 28, 2015.
- "ENL 110/W-I Professional Development Seminar." Salem State University. 4 sessions. September-December 2015.
- "ENL 105-110 FLIP." Salem State University. 5 sessions. January-May 2016.
- "Feedback Session on ENL 110 Teaching Materials." Salem State University. November

19, 2015.

“Designing Writing Assignments, Prompts, and Rubrics.” Salem State University. Co-facilitated with Tristan Abbott. December 1, 2015.

“Helping Your Students Manage Writing Anxiety.” Salem State University. December 8, 2015.

“What We Talk About When We Talk About Academic Integrity.” Salem State University. Co-facilitated with Peter Walker and Tanya Rodrigue. March 24, 2016.

“Speculative Fiction: Teaching Writing in Other Contexts Through a First-Person Story Set in the Student’s Future.” Salem State University. April 12, 2016.

“I Finally Found a Text Book I Like: Using *An Insider’s Guide to Academic Writing* in ENL 110.” Salem State University. April 26, 2016.

**Writing Program Director
Daniel Webster College**

August 2000-May 2010

Curriculum and Program Development

- *Developed and taught new writing courses:* (Writing-for-Publication, Creative Nonfiction, Poetry Workshop, Aviation Writing, Developmental Writing, College Writing & Research Lab, Student Leadership: Tutoring, and Overcoming Writer’s Blocks).
- *Developed first-year and junior-year writing sequence:* Developed first-year writing course which implements team-teaching model. Worked extensively with writing faculty and library faculty to coordinate their team-teaching of course. Developed junior-year Writing Intensive and Writing Studies courses.
- *Developed, initiated, and supervised writing centers:* Revamped Writing Center, taking it from an all-volunteer student organization to a funded service with dramatic increase of student usage. Trained and supervised Writing Center tutors. Developed Online Writing Lab (OWL) for graduate, continuing studies, and commuter students. Hired and trained tutors for OWL.
- *Designed and completed institutional and accreditation assessments:* Assessed and revised Directed Self-Placement mechanism for placing incoming first-year students in writing courses and developed an online DSP. Worked on assessment of first-year writing courses. Conducted Program Review and assisted with NEASC accreditation.
- *Collaborated in grant writing:* Composed section on Writing-across-the-Curriculum and the college Writing Program for Davis Grant application to support General Education. Presented at campus visit by Davis Grant Trustees.

Writing-Across-the-Curriculum

- *Designed new General Education curriculum:* Researched and developed curricular changes and successfully proposed to Academic Senate. Facilitated meetings with faculty across the campus

on new writing General Education curriculum. Worked one-on-one with faculty from other divisions to develop junior-year Writing Intensive courses in their discipline. Worked with faculty in the Arts & Sciences Division to develop junior-year Writing Studies courses.

- Worked with five recruited five faculty from other disciplines to design a Writing Intensive course for second semester of 2009:
 - AF 338: Crew/ATC Integration (Aviation)
 - OM 218: Organizational Communication (Business)
 - EG 333 Control Systems Analysis (Engineering)
 - EG 316 Electrical Engineering (Engineering)
 - PY 300 Sensation and Perception (Psychology)
- Designed and led Writing-across-the-Curriculum projects: Consulted with individual faculty to design WAC portfolios and create interdisciplinary creative and academic assignments for their courses. Team-taught WAC assignments with faculty from other disciplines:
 - ID 101 (First-Year Seminar): Designed memoir-writing project for first-year sociological seminar on identity factors. Team-taught assignment, offered revision strategies, and assessed student texts. Faculty worked with: Laurie Gordy. October—December 2008.
 - AM 445 (Aviation Policy Seminar): Worked with faculty member to strengthen students' policy papers in content, research, and grammatical areas. Presented a series of workshops to students. Faculty worked with: Gerald Fairburn. Staff worked with: Michael Hearn (librarian). 1 semester, 2004.
 - HI 212: (American Social History): Designed final writing project: a fictionalized narrative in which students demonstrated their understanding of lifestyles of period studied. Faculty worked with: Kathleen Fitzpatrick. 1 semester, 2004.
 - IS 101 (Introduction to Computers): Worked with faculty member to strengthen students' ability to write team reports. Presented workshop to students and coordinated assignment with tutors in Writing Center. Faculty worked with: Rita Ditrolio. 2 semesters, 2002-2003.
 - SO 337 (Sociology of Work): Designed final writing project in which students, employing sociological concepts, wrote fictionalized account of their workplace 10 years into the future. Facilitated writing session with students. Faculty worked with: Laurie Gordy. 2 semesters, 2003-2004.
 - AF 338 (Crew/ATC Integration): Designed final writing project: a day-in-the-workplace fictional narrative 10 years into the future. Presented writing session to students and did follow-up sessions. Faculty worked with: Shirley Phillips, Thomas Teller, David Bryant. 3 semesters, 2002-2004.

Collaboration with Faculty

- Supervised adjunct writing faculty: Hired, trained, mentored, and evaluated first-year writing faculty of varying teaching experience including first-time instructors. Held required writing meetings and optional Composition Book Discussion Group. Developed web site on Angel as resource for adjunct writing faculty. Coordinated team-teaching of librarians and writing faculty for first-year course. Conducted class observations, evaluated instructors, and met with instructors to discuss class observations and ways of improving teaching.

- Developed and facilitated workshops and faculty writing group: Workshops for day and Continuing Studies faculty on responding to student writing, academic discourse conventions, heuristics, and process instruction. Faculty from across the disciplines participated in an optional weekend writing group.
- Developed Fellowship Program for adjunct writing faculty: Designed a fellowship program for the Masters of Teaching students at Rivier College, Nashua, NH, in which graduate students from that program could apply to teach at Daniel Webster College during their final semester of Masters program and receive mentoring on teaching.
- Supervised Writing Center Assistant Director, Senior Tutor, and Tutors: Hired and mentored part-time faculty, experienced senior tutor, and tutors to operate the Writing Center and Online Writing Lab. Conducted training sessions on tutoring approaches and academic discourse conventions.

Oversight of Writing Program

- Counseled adjuncts and students on writing matters: Met individually with students from other courses to assist with writing projects. Arbitrated grade disputes and cases of plagiarism, resolved teacher and student complaints.
- Engaged in articulation of program: Revised and updated publications, web page, and promotional materials associated with the writing program. Discussed the writing program with constituents including administrators, parents, students, and the Board of Trustees.
- Developed and chaired committees pertaining to writing: Developed and served on WAC Board for new General Education curriculum. Coordinated and chaired Portfolio Review Board for first-year writing course

WORKSHOPS

Local-Regional Community Service

“Your Ability to Write a Poem is Always Present: A Mindful Writing Workshop.” Massachusetts Poetry Festival. May 3, 2013.

Guest Presenter. Poetry Presentation and Workshop on Figurative Language. Milford High School. Milford, NH. April 2009.

“Rowdy Grammar.” The New England Association of Teachers of English Annual Fall Conference, Nashua, New Hampshire. Presentation with adjunct instructor Jackie Doherty. October 2003.

“The Prolific Bell: How to Use Mindfulness to Overcome Writer’s Blocks.” New Hampshire Writers’ Project. May 2003.

“The Prolific Bell: How to Use Buddhism to Overcome Writer’s Blocks.” Two public workshops to Nashua community at Chandler Ethnic Center, Nashua, New Hampshire. April 23 and April 30, 2003.

ADDITIONAL WORKSHOPS DEVELOPED AND FACILITATED

College-University Presentations

- Tool Box Presentation on Rowdy Grammar. Graduate School. April 12, 2016.
- Tool Box Presentation on Mindful Writing. Graduate School. March 3, 2016.
- Tool Box Presentation on Mindful Writing. Graduate School. October 22, 2015.
- Presentation on Writer's Block and Effective Writing Groups. Center for Research and Creative Activities. Salem State University. November 3, 2014.
- "Mindful Writing & Overcoming Obstacles in Academic Work." Guest talk in Senior Honors Seminar. Salem State University. October 20, 2014.
- "Mindful Writing & Overcoming Writing Obstacles in Graduate School." Guest talk in Lisa Mulman's ENG 871: Workshop in Academic Writing. Salem State University. September 28, 2014.
- "Overview of W1 Course." Core-Kick Off. Salem State University. January 2014.
- "Teaching Roundtable: Using Low- and High-Stakes Tasks in ENL 110." Salem State University. October and December 2013.
- "Digital Writing Workshop." Faculty Learning Community. Facilitated a Davis Grant-sponsored learning community which met for a full academic year on the topic of Digital Composition. September 2012-May 2013.
- "Overcoming Writer's Blocks through Mindfulness Practices." Presentation to faculty. Center for Teaching and Learning. Wentworth Institute of Technology. March 2011.
- "Want to Understand Why Your Students Write the Way They Do?: Let's Talk About Writing Across the Curriculum." Presentation to faculty. Center for Teaching and Learning. Wentworth Institute of Technology. April 2011.
- "Let's Start Your Summer Writing Projects." Full-day Writing Across the Curriculum workshop to faculty. Daniel Webster College. June 2010.
- "Leveraging Your Students' Use of the Writing Center." Presentation to fulltime and adjunct faculty. February 2010.
- "Increasing the Efficacy of Audience Instruction through Undergraduate Publication." Brown bag presentation to faculty and staff. November 4, 2009.
- "Faculty Development Day 2009: WAC and Writing Intensive Courses." Coordinated day-long workshop by outside expert, Dr. Robert Smart, and facilitated follow-up day workshop. May 12 and 13, 2009.
- "Responding to Student Writing." WAC presentation to faculty. April 20, 2009.
- "Writing-to-Learn Strategies." WAC presentation to faculty. March 24, 2009.

Alexandria Peary, Curriculum Vitae

"How to Get Your Students Away from their Google Lovers: What Your Students Know After EN 115." Presentation to Academic Senate. November 12, 2008.

"How to Get Your Students Away from their Google Lovers: What Your Students Know After EN 115." Brown bag presentation to faculty and staff. October 8, 2008.

"Writing Intensives." Presentation to Faculty. Two sessions. October 7 and 15, 2008.

"Writing Intensives." Presentation to Engineering Division. October 21, 2008.

"Book Group Discussion for Writing Instructors." Workshop for adjunct writing faculty. October 22 and November 19, 2008.

Organized and sponsored Poetry reading through the Writing Center. Poet: Midge Goldberg. April 24, 2007.

"Teaching Students Writing for Publication at DWC." Presentation to Trustees. April 2007.

"Evaluating Student Writing/Writing Standards." Presentation to Business Division. February 28, 2007.

"How to Evaluate Student Academic Writing." Writing-across-the-Curriculum Presentations for Graduate and Continuing Studies faculty. Three sessions. January 2007.

"Reassessment of Directed Self-Placement." Presentation to Arts & Sciences Division. March 29, 2006.

"Resume Writing Booth." DWC Career Day 2005. Daniel Webster College. April 2005.

"The Prolific Bell." Presentation as part of program called Interdisciplinary Ventures. Presentation to Campus. Spring 2004.

"The Philosophy of Tutoring." Workshop to Writing Center staff. February 9 and 10, 2004.

"Helping Tutees Mid-Draft." Workshop to Writing Center staff. February 23 and 24, 2004.

"The Art of Proofreading." Workshop to Writing Center staff. March 8 and 9, 2004.

"Helping Tutees Start." Workshop to Writing Center staff. March 22 and 23, 2004.

"Helping Tutees with Organization." Workshop to Writing Center staff. April 5 and 6, 2004.

"Helping with Non-Academic Writing." Workshop to Writing Center staff. April 19 and 20, 2004.

"Carl Rogers, Buddhism, and the Rogerian Argument." Brown bag Presentation to faculty and staff, Daniel Webster College. Spring 2003.

"Tea on Tuesdays." Presentation/ Reading of my creative non-fiction and poems, sponsored by Residence Life Office. Spring 2003.

Alexandria Peary, Curriculum Vitae

“The Tool of Freewriting.” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

“Our Own Writing (Forget the Students for A While).” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

“Teachers as Audience to Student Writing.” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

“Our Own Writing (Forget the Students for A While) Continuation.” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

“Efficient Ways of Responding to Student Writing.” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

“General Principles Behind Writing as a Mode of Learning.” Writing-across-the-Curriculum Workshop to Faculty. Spring 2001.

Presenter, Family Weekend, Daniel Webster College. 2000, 2001.

“Metapractice: Reflection Strategies for Teachers and Students.” Louisiana State University. April 2000.

Presenter. The 7th Annual Women in the Arts Celebration. Louisiana State University. March 2000.

ADDITIONAL TEACHING EXPERIENCE

Instructor, ASPIRE, State of Maine Outreach Program. January 1999—May 1999.
Composition, Business Writing, Grammar

Adjunct Instructor, Holyoke Community College. September—December 1997.
Composition and Literature: 1 section

Instructor, Advanced Studies Program St. Paul’s School. Summers, 1997—1999.
Writer’s Workshop

Instructor, International Studies Program, Fay School. Summer 1995.
Composition and ESL

Instructor, University of Iowa Elder Hostel Program. Summer 1993.
Memoir Workshop

Visiting Instructor, University of Iowa Arts Outreach Program. September 1993—May 1994.
Poetry Workshop

PROFESSIONAL SERVICE

Administrative Hiring Committees

Alexandria Peary, Curriculum Vitae

Search Committee for Tenure-Track Fiction Professor. Salem State University. November 2015-March 2016.

Search Committee for Tenure-Track Composition Scholar, Salem State University. September 2011-April 2012.

Search Committee for Two-Year Composition Visiting Professor, Salem State University. September 2011-April 2012.

Search Committee for College President, Daniel Webster College. September 2004—February 2005.

Search Committee for Academic Vice-President/Provost, Daniel Webster College. September 2003—February 2004.

University and College Committees-Service

Chair. Composition Committee. English Department. Salem State University. September 2011-Present.

Member. Curriculum Committee. Salem State University. September 2015-May 2016.

Member. Graduate Education Committee. Salem State University. September 2014-May 2015.

Member. W-I Sub-Committee: Curriculum Committee. Salem State University. September 2014-present.

Faculty Adviser. *Soundings East*. Literary Journal. Salem State University. September 2014-present.

Member. Council on Teaching and Learning. Salem State University. September 2012-May 2013.

Co-Chair. Council on Teaching and Learning. Salem State University. September 2013-May 2014.

Facilitator. Faculty Learning Community: "Digital Workshop." Salem State University. September 2012-May 2013.

Core Curriculum Committee. Salem State University. December 2012-May 2013.

First-Year Reading Experience (FYRE) Facilitator. Led Discussion of *Orange is the New Black*. Salem State University. September 2, 2013.

First-Year Reading Experience (FYRE) Facilitator. Led Discussion of *The Leftovers*. Salem State University. September 2, 2012.

Graduate Committee. English Department. Salem State University. September 2011-Present.

First-Year Composition Committee. Facilitator. Wentworth Institute of Technology. October 2010—July 2011.

Alexandria Peary, Curriculum Vitae

Writing-across-the-Curriculum Board, Chair. Daniel Webster College. November 2008—August 2010.

Faculty-Staff Yoga Club. Founder and leader. March 2009—May 2009.

Curriculum Committee, Daniel Webster College. 2008—2009.

Student Awards Committee, Daniel Webster College. Chair. September 2008—Present.

Co-authored chapter of NEASC document, (chapter 5 on faculty). March 2006. Served as final reader for entire NEASC document. June 2006.

General Education Committee, Daniel Webster College. September 2006—May 2007.

Successful Graduation Task Force Ad Hoc Committee, Daniel Webster College. January 2007—May 2007.

Secretary, Faculty Standards Committee, Daniel Webster College. September 2003—May 2004.

Advising First Year Students Ad Hoc Committee, Daniel Webster College. September 2003—May 2004.

Faculty Scholarship Committee, Chair, Daniel Webster College. September 2002—May 2004.

Faculty Scholarship Committee, Daniel Webster College. September 2001—May 2002.

Recycling Committee. Faculty advisor for student organization. Daniel Webster College. September 2001—May 2004.

Phonathon, Volunteer. Daniel Webster College Fall 2003 Fund Drive.

Peer Mentoring Committee, Daniel Webster College. September 2001—May 2002.

Weekend Volunteer, Aviation Heritage Festival, Daniel Webster College. 2001, 2004.

PROFESSIONAL MEMBERSHIPS

Academy of American Poets
Association of Writers & Writing Programs
National Council of Teachers of English
Poetry Society of America
Poetry Society of New Hampshire

REFERENCES

Alexandria Peary, Curriculum Vitae

Al DeCiccio, Former Provost, Southern Vermont College, 982 Mansion Drive, Bennington, VT 05201-6002; adeciccio@svc.edu; (802) 447-6303 (w).

Peter Elbow, Professor Emeritus of English and Director of College Writing Program, University of Massachusetts, Amherst, 01003. elbow@english.umass.edu.

Laurie Gordy, Dean of Academic Affairs, Newbury College; lgordy@gmail.com.

Thomas Newkirk, Professor Emeritus, English Department, Hamilton Smith Hall, University of New Hampshire, Durham, NH 03824; thomas.newkirk@unh.edu; (603) 862-3981 (w); (603) 868-6243 (h).

DOSSIER

Available upon request through Interfolio.

Collateral Information

Additional Information:

<http://www.poetryfoundation.org/bio/alexandria-peary>

www.prolifemoment.com

<https://www.nh.gov/nharts/artsandartists/poetshowcase2/poetlaureate4.html>

Interviews and Reviews:

<http://www.fjordsreview.com/reviews/control-bird-alt-delete-book.html>

<https://philareview.com/?s=peary>

<https://www.cleavermagazine.com/creative-writing-pedagogies-for-the-twenty-first-century-edited-by-alexandria-peary-and-tom-c-hunley-reviewed-by-lynn-levin/>

<http://coldfrontmag.com/reviews/review-63-control-bird-alt-delete-by-alexandria-peary/>

<http://www.thenervousbreakdown.com/apeary/2014/05/alexandria-peary-the-tnb-self-interview-3/>

Blurbs and Forewords:

“I love Alexandria Peary’s *Lid to the Shadow*. Most of the new poetry I’ve been encountering for years, for decades, it seems, is straight gray button-down competent and lethally boring—I read it aware that I will never return to it. The moment I opened Peary’s collection, I knew I was in the presence of a mind witty, kind, and somehow preternaturally wise. The wit is magnificently controlled and understated, and emitting, or so it seems to me, qualities which originate in a mind that’s taken a few spins around reality and knows something about the wisdom of resignation. The thing is, the book is so much fun, the startling twists and turns in these weirdly tender mock narratives and wry lyric poems...Bluntly speaking, Peary’s book is *interesting*. The great poet Donald Justice used that term once with me in correspondence, remarking something to the effect of “how few really interesting books of poetry there are.”...I want to give you my personal guarantee that you need this book—and will benefit greatly from reading it as well as have a riotously good time.”

—Franz Wright, Foreword to *Lid to the Shadow*

“Alexandria Peary both fastens her words to the page with tremendous exactitude and brilliantly unsettles their surfaces with her quicksilver lines and sentences. I can think of few poets of her generation who manage so successfully to fuse free-wheeling linguistic play with deep emotional force.”

—Peter Champion, Blurb for *Lid to the Shadow*

“*Control Bird Alt Delete* is a great book. It’s descriptive, poetic, interior, and technological, often within the same sentence. But it’s firmly located in an American present of rest areas, stores we all know, and ‘men made entirely of denim.’ And it sounds great; Peary’s music is just beautiful.

—Matthew Rohrer, Blurb for *Control Bird Alt Delete*

“In kinship with the patterns and compulsions of Ramirez, Darger, Klee, and with her own Frost-like propensity for cellar holes and lilacs, Peary charges an already charged language with dazzling significance.”

—Emily Wilson, Judge for Iowa Poetry Prize

“Alexandria Peary’s lucid poems work like some combination of 3-D and X-ray glasses, deepening experience and allowing the reader to see a world that is intensely, sensuously, alive and very real, while allowing us also to view its construction. Peary is one of those wonderful writers who know how to stay, as de Kooning put it, ‘on the edge of something.’”

—Laura Mullen, Blurb for *Fall Foliage Called Bathers & Dancers*

“*Creative Writing Pedagogies for the Twenty-First Century* is a smart collection that offers new ways of thinking about creative writing pedagogy and the field. Readers will appreciate the wide breadth of subject areas and knowledge presented by these writing teacher-scholars.”

—Dianne Donnelly, Blurb for *Creative Writing Pedagogies for the Twenty-First Century*

“Combining extensive knowledge of rhetoric and Buddhism, Peary offers unique insights into a fundamental problem for writers and teachers of writing: How can writers be mindful of the present moment in this work of the imagination? As a skillful translator between these traditions, Peary analyses the potentials and traps packed inside this ‘prolific moment’ of utterance, where all writing occurs.”

—Keith Hjortshoj, Blurb for *Prolific Moment*

Writing Student’s Statement:

[written originally to support Alexandria Peary’s nomination for the Outstanding Teacher Award at her university]

“Every day when teaching in my own classroom and engaging my own students I attempt to create the same sense of community I felt in Alexandria Peary’s classes. I do this by writing with my students, sharing with them, building their confidence as writers, and setting high expectations. I can say without a doubt that I am living my life’s dream and I would not be where I am without Prof. Peary’s continued guidance and encouragement. For this and her commitment to every one of her students, she absolutely deserves the Distinguished Teaching Award and all honors associated with it.

She probably has no idea how much of an impact she had on my performance as a student. When she asked me if I would be interested in taking her Literary Journalism course in my final semester, I took that interest in my writing as a personal investment. I will never forget the day I had to meet her during her office hours to discuss my final project in Literary Journalism. As we were wrapping up our conversation, she asked me what my plans for the future were. I wasn’t sure. I wanted to go to grad school, to teach high school English maybe—I *really* wasn’t sure. She told me I was a great writer, started talking about pursuing an MFA in Creative Writing or an MA in Composition (something I really had no idea about) and how she thought I should consider it. At the time I was a bit confused, I had literature on my mind and no plans for more writing after her class.

Later on, in winter 2013, she would convince me to attend the Association of Writers and Writing Programs Conference when it came to Boston. This was my first real experience in the world of writers outside of school and there was an element of magic to being surrounded by so many people appreciating writing. Despite having several colleagues she wanted to touch base with at the conference, Professor Peary took a great deal of time that day walking me around the tables in the Hynes Convention Center, introducing me to various representatives of MFA programs, encouraging me to attend panels that interested me. The future felt so far away at that time; however, today, just a year and a half after graduating from Salem State, I am enrolled at the University of Massachusetts Boston where I am pursuing my MA in English Composition and Creative Writing.”

—Ashley Collins, Student in my creative writing classes

Statement of Vision

Alexandria Peary

I was born in this state (Dover), went to school in this state (University of New Hampshire), and have proudly resided throughout my thirties and most of my forties in this state (Nashua, Milford, Londonderry). I have written four out of five of my books while sitting at a desk somewhere in this state. Serving others is an important part of my life—and I have been looking for a substantial way to give back to New Hampshire and my fellow poets.

I seek to continue the fine opportunities Alice Fogel and other Poet Laureates have established, while at the same time advancing new initiatives. As I envision the position, the goal is to reach individuals of differing ages and levels of experience for two purposes: increasing the enjoyment of poetry (making more poetry readers); helping people advance their own poetry (making more poetry writers). Here are a few possible initiatives I have in mind.

The first is an Outreach Program. In partnership with the English Departments at the University of New Hampshire, Plymouth State University, and Keene State, I'd develop a program (modeled after the University of Iowa's Art Outreach program) that sends undergraduate/graduate students in service learning across the state to deliver presentations and poetry writing workshops to public elementary, middle, and high schools. As visiting writers, students spend a full day at one site, leading multiple sessions. I'd oversee the program, including training facilitators, coordinating their travel and events, and organizing post-event evaluation and follow-up. I'd also travel and present in the Outreach Program. This comprehensive initiative would serve the North Country as well as other regions.

The second initiative is a Scholarship for Poets and Poetry Students for New Hampshire residents to attend either a writing workshop / writing conference or in support of their college education (as an English major/creative writing minor). The third initiative is an Online Clearinghouse listing readings, literary journals, retreats, conferences, and other poetry resources in the state. Finally, I'd like to Celebrate Poetry Sponsors through a blog that acknowledges the dedication of people who run poetry organizations, readings, and other services in the state, both past and present. I'm taking a cue from the publisher Word Works (who recently initiated a book manuscript competition to publish those people who volunteer for poetry.) The blog would incorporate interview and profiles. Recognized poetry sponsors would include both historic and contemporary as a way to strengthen understanding of the history of poetry in the state.

