

Staci M. Perryman-Clark, PhD
Interim Dean, Merze Tate College
Director and Chair, Institute for Intercultural and Anthropological Studies
Professor of English, Rhetoric and Writing Studies and African American Studies
Western Michigan University

Education

PhD, Rhetoric and Writing, Michigan State University, 2010

Dissertation: *Back to the Classroom: Afrocentricity and Teacher-Research in First-Year Writing*

- Dissertation passed with distinction

MA English, Written Communications - Teaching of Writing, Eastern Michigan University, 2006

BA with Honors, Creative Writing and Literature, University of Michigan - Ann Arbor, 2004

Leadership Professional Development

HERS Institute for Higher Education Next Stages in Advancement Program, August 2023

HERS Institute for Higher Education Leadership, July 2020 – 2021

Project: Creating a Dream Fellowship Diversity Program for aspiring campus leaders

Faculty Rank and Teaching Appointments

Western Michigan University

Interim Director, Global and International Studies 2021 - 2023

Professor of English and African American Studies, Department of English and Institute for Intercultural and Anthropological Studies August 2020 - Present

Associate Professor of English and Rhetoric and Writing Studies with Joint Appointment in Gender and Women's Studies, 2015-2020

Faculty Mentor, Graduate Student Teaching Institute 2015-2016

Assistant Professor of English with Joint Appointment in Gender and Women's Studies, 2012-2015

Assistant Professor of English and Rhetoric and Writing Studies, 2010-2015

Michigan State University

Graduate Teaching Assistant, Department of Writing, Rhetoric and American Cultures (WRAC), 2006-2007; 2008-2009

Research Assistant, Writing in Digital Environments (WIDE) Center, 2006 – 2007

Eastern Michigan University

Teaching Assistant (First-Year Writing), 2004 – 2006

Research Assistant to Eastern Michigan Writing Project (EMWP) Director, 2005 – 2006

Writing Center Tutor, 2004-2005

University of Michigan-Ann Arbor

Undergraduate Teaching Assistant, Residential College – University of Michigan-Ann Arbor: 2004.

Administrative and Leadership Experience

Conference on College Composition and Communication (Flagship Organization)

Chair's Rotation

- 2020-2021 Assistant Chair
- 2021-2022 Associate Chair
- Program Chair 2022 Annual Convention. CFP: <https://cccc.ncte.org/cccc/call-2022>
- 2022-2023 Chair
- 2023-2024 Immediate Past Chair

Duties

- Attend an orientation retreat at the NCTE Annual Convention following election/preceding the start of the four-year term.
- Attend CCCC Convention, including two Officers' Meetings (Tuesday afternoon; conference call the week following the convention), one Executive Committee meeting (all day Wednesday), Reception for new Executive Committee Members (Wednesday evening), Opening General Session (Thursday morning), Scholars for the Dream Breakfast and/or evening reception (Thursday morning/evening), Award Session (Friday evening), and Annual Business Meeting (Saturday morning).
- Attend CCCC Officers' Meeting in January (Arrive Friday afternoon, meet all day Saturday and a half day Sunday, return home on Sunday afternoon/evening).
- Attend NCTE Convention in November, CCCC Officers' Meeting (Saturday afternoon), Executive Committee Retreat (Sunday afternoon), and Executive Committee Meeting (Monday)
- Represent CCCC on the NCTE Executive Committee.
- Represent CCCC on the NCTE College Forum Committee.
- The NCTE College Forum Committee meets during the summer NCTE EC Meeting
- Serve on the CCCC Nominating Committee and the CCCC Convention Concerns Committee for two years.

Accomplishments:

- Honored with CCCC Resolution for Excellence in Diversity, Equity and Inclusion
- Approved two new position statements under my leadership:
 - Principles for Equitable and Ethical Scholarship in Rhetoric, Composition, and Writing Studies
 - Support for Gender Diversity/Trans and Nonbinary Students and Faculty

Western Michigan University

Interim Dean, Merze Tate College July 2023-Present

Duties:

- Academic Leadership: Provide visionary leadership to advance the program offerings within Merze Tate College within the areas of Career and Student Employment Services, Student Success Services, Academic Support Programs, Office of Student Transitions, functionally centralized Academic Advising, Early College Programs, Assessment and Effectiveness and Academic Collaboration. Collaborate with faculty, staff, and university administration to develop and implement strategies that align with the college's mission and objectives.

- **Development and Assessment of Student Support Programs:** Oversee the development and assessment of student support programs in line with industry standards and emerging trends. Foster a culture of continuous improvement, ensuring the relevance and effectiveness of the program offerings.
- **Student Engagement and Success:** Foster an environment that supports student success, retention, and graduation. Collaborate with faculty and staff to develop and implement strategies for student recruitment, retention, and engagement. Support initiatives that enhance the student learning experience and promote student well-being.
- **Community Engagement and Partnerships:** Serve as a visible and engaged advocate for the college within the university community, as well as with external stakeholders, including alumni, industry partners, government agencies, and community organizations. Foster relationships and collaborations that advance the college's mission and promote its contributions to society.
- **Budget and Resource Management:** Oversee the budget planning and allocation process for the college, ensuring prudent financial management and responsible stewardship of resources. Seek external funding opportunities and partnerships to support the college's initiatives and strategic priorities.
- **Adhere to all university policies and practices as well as ensuring compliance with all state and federal regulations and laws as related to Merze Tate College.**

Accomplishments

Financial Resource Management

- Leadership and management for college with 50 full-time employees, over 500 students, and five direct reports.
- Oversees a combined budget of over \$4 million.
- Averages approximately \$40,000 a month in fundraising,

Student Success, Retention and Enrollment

- Led campus in increasing the number of experiential opportunities and internships for
- Expanded building of capacity in the Broncos Lead Internship Program
- Increased Black student enrollment in the college by 12 percent between fall 2022 and fall 2023.
- Led student success efforts to increase campus FTIAC student retention by 3.3 percent in fall 2023.
- Led student success efforts to increase Black student retention by 3.1 percent in fall 2023.
- Led student success efforts to increase two or more races retention by 11.7 percent in fall 2023.
- Served as a team member of equity in retention plan on campus.

Community Engagement and Partnerships

- Served as a partner with state of Michigan on improving enrollment and retention for adult student learners.

Chair/Director, Institute for Intercultural and Anthropological Studies, College of Arts and Sciences: January 1, 2021-Present

Duties:

- Recruit, retain and evaluate faculty and staff
- Strategic planning including program planning, implementation and assessment
- Financial and resource management

- Foster scholarship and externally funded grants and contracts with continued growth in these areas
- Fundraise and development of pertinent external constituencies
- Outreach activities consistent with the duties of Director, including community relations,
- Promoting university goals and policies as well as strong advocacy for Western, Michigan University and its faculty, staff, and students,
- Communicating effectively with all constituents,
- Adhering to all university policies and practices as well as ensuring compliance with all state and federal regulations and laws as related to the Institute for Intercultural and Anthropological Studies.

Accomplishments

Financial Resource Management

- Oversaw an operating budget exceeding \$600,000.
- Managed approximately \$150,000 in endowment funds annually.

Recruitment and Retention

- Successfully hired 5 fulltime faculty (4 tenure track faculty) within first two years as director
- In total, successfully recruited 4 BIPOC women into the department during first two years as director.

Curriculum Management and Strategic Planning

- Led revision and transfer of the minor in Race and Ethnic Relations to the unit.
- Led collaboration with the Department of Geography of revisions and transfer of the Global and International Studies program into both units
- Led collaboration with the Department of Spanish of revisions and transfer of the Latinx major and minor to both units.

Acting Dean, Lee Honors College: January 1, 2019 – April 29, 2019

Duties:

- Recruit, retain and evaluate faculty and staff
- Strategic planning including program planning, implementation and assessment
- Financial and resource management
- Foster scholarship and externally funded grants and contracts with continued growth in these areas
- Fundraise and development of pertinent external constituencies
- Outreach activities consistent with duties of acting dean, including community relations
- Promote university goals and policies as well as strong advocacy for WMU and its faculty, staff, and students
- Communicate effectively with all constituents
- Adhere to all university policies and practices as well as ensuring compliance with all state and federal regulations and laws as related to Lee Honors College

Accomplishments

Financial Resource Management

- Oversaw an operating budget exceeding \$1,000,000
- Aligned true costs for instruction with enrollment trends
- Reviewed and revised department course compensation agreements to align with college priorities and expenses

- Successfully navigated alignment of operating budgets with enrollment trends and projections

Student Success, Recruitment and Retention

- In collaboration with Enrollment Management, increased recruitment and diversity of Medallion scholarship finalists, WMU's most prestigious scholarship

Community Outreach and Development

- Developed an Honors College TED Talk series to complement Lyceum Lecture Series
- Coordinated the first Honors College Community Resource Fair
- Collaborated with the Upjohn Institute to create honors internships
- Community outreach with Kalamazoo Area Mathematics & Science Center (KAMSC) to present honors college theses in STEM

Awards and Recognition

- Lambda Leadership Award: Lee Honors College recognized for advocacy for LGBTQ inclusion and demonstration of commitment to improving the climate for LGBTQ people on WMU's campus

Associate Dean, Lee Honors College: 2018 – August 1, 2019

Duties:

- Directs operations associated with building the honors curriculum and co-curriculum, with particular attention to the current and future educational and/or employment needs of students.
- Supervises the Director of Academic Advising and the Marketing and Events Specialist.
- Supports the Director of Academic Advising related to student learning, policies, practices, and outcomes.
- Supports enrollment management, including all elements of recruitment, retention, diversity, and completion.
- Provides support and direction for the strategy and delivery of LHC academic advising.
- Serves as a member, chair, or co-chair of college committees such as the External Advisory Committee, the Scholarship Committee, or the Intercultural Competence Committee.
- Serves as a member, chair or co-chair of university committees such as the Research Advisory Team, the Committee on University Strategic Planning, or Undergraduate Studies Council.
- Collaborates with the Dean in support of strategic planning, faculty and staff development, finances and budgeting, and facilities management.
- Represents the college at development and alumni relations activities.
- Is encouraged to maintain an active program of scholarly and creative activities.
- May assist in advising students on undergraduate scholarly and creative activities, including honors theses.
- Maintains and develops the alumni mentoring network.
- Fulfills a leadership role in the Medallion Scholarship program.
- Represents college in absence of the dean.
- Performs other duties as assigned by the dean.

Accomplishments

Student success, Recruitment and Retention

- Developed programming to recruit honors students for Accelerated master's degree programs in partnership with the Graduate College, Office of the Vice President for Research, and academic departments

- Developed honors thesis preparation for honors student to improve thesis graduation rates
- Developed undergraduate research mentor pairing
- Led Honors College scholarship committee for undergraduate research and study abroad scholarships
- In collaboration with Enrollment Management and the Office of Admissions, coordinated and increased the number of competitors for the Medallion Scholarship program by 33 percent from the previous year

Curriculum Reform

- Led the revision of general education honors courses
- Developed instructional workshops for WMU Essential Studies curriculum proposals
- Reviewed and provided recommendations for honors thesis preparation courses

Associate Director, Office of Faculty Development: 2016-2018

Duties:

- Served as a knowledgeable resource to instructors at all levels of the university on teaching and learning issues
- Managed a portfolio of faculty development programs related to teaching and mentoring
- Participated in planning and evaluating of Office of Faculty Development programs
- Served as decision-making authority in Director's absence and contribute to day-to-day management of the Office of Faculty Development

Accomplishments

- Managed a large portfolio of programming that provides professional development for graduate teaching assistants, board-appointed faculty, and part-time instructors
- Created, launched and developed and Summer Seminar for Teaching Inclusivity diversity workshop series
- Created and developed writing across the curriculum and writing to learn workshops
- Facilitated New Faculty Seminar for new faculty members
- Facilitated Graduate Student Teaching Intensive
- Reviewed and revised new faculty programming
- Reviewed and revised graduate student teaching professional development programming
- Developed STEM-based instructional professional development program (in partnership with an HHMI grant)

Director of First-Year Writing, Department of English: 2010-2018

Duties:

- Led orientation for new teaching assistants each fall (Orientation is a one-week training program, and meets 6-8 hours during each day).
- Taught course for new teaching assistants (Course: ENGL 6690 – usually taught on Thursdays).
- Observe each new teaching assistant at least one time during fall semester or designate experienced assistant director to do so.
- Review all course syllabi.
- Acted as first-line mediator for instructor/students in disputes or problems (these situations can include attendance problems, plagiarism, personality conflicts between instructor and student, or charges of inappropriate behavior on the part of instructor or student). Conflicts may be referred to various departmental or university individuals/offices (Department chair, undergraduate director, registrar's office, student conduct committee, or university ombudsperson).
- Administer assessment of FYW courses.

- Ordered textbooks for all sections of ENGL 1050. [Note: Experienced TAs have permission to select a book other than the Norton Field Guide or Norton Field Guide with Readings, but they need to submit a rationale with their book choice].
- Completed evaluations of new TAs during fall semester (a one-page form that evaluates various teaching abilities).
- Assisted in the selection of award recipients for teaching awards (spring semester).
- Reviewed graduate student applications (focusing specifically on teaching materials).
- Compiled resources for the ENGL 1050 web space and maintain the site.
- Scheduling: Worked with Executive Committee (esp. Associate Chair) on scheduling teaching assistants and adjuncts as instructors for ENGL 1050.
- Hiring Adjuncts ENGL 1050: Work with Executive Committee to make recommendations to the Chair regarding the hiring of part-time faculty and assigning graduate assistants.
- Instructional Space and Technology: Consolidate instructional space and technology in Dunbar.
- Program Development: Collaborate with colleagues in Rhetoric and Writing Studies.

Accomplishments

- Managed and oversaw programming for an average of 2500 students across 120 sections of ENGL 1050 per year
- Significantly revamped and redesigned the ENGL 1050 curriculum
- Created, edited, and revised First-Year Writing custom textbook and subsequent editions
- Developed and created good practice professional development programming
- Established professional development travel grants for ENGL 1050 instructors
- Mentored and trained more than 70 instructors teaching ENGL 1050
- Collaborated with First Year Experience on the university Common Read
- Developed and established scholarly speaker series and lectures on writing pedagogical practices

Summary of Research, Scholarship in Creative Activities

- An internationally accomplished scholar in rhetoric and writing, African American studies, writing program administration, and feminist studies.
- [Scholarship has been cited nearly 400 times since 2009.](#)
- Over 40 publications including 6 authored/coauthored books and edited collections focused on diversity, equity, and inclusion.
- Over 40 refereed conference presentations
- Over 20 keynote addresses and workshops presented
- Published in Top-Tier and Flagship journals and scholarly presses in rhetoric and writing.
- Sought-after speaker for a large host of keynote addresses at national conferences, flagship, public, and private institutions from a wide range of Carnegie Classifications
- Renown scholar for more than 10 professional interviews and podcasts
- Stewarded over \$2.5 million in state-sponsored funding as a consultant and Co-PI for sponsored grants, fundings and awards.

Books

- Richardson, Jennifer, Mariam Konaté, Staci Perryman-Clark, McLaughlin, Olivia, Grace Keiondra. *The Black Coup: Black Women's Lived Experiences in White Supremacist Feminist Academic Spaces*. (Forthcoming with Peter Lang Press).
- Perryman-Clark, Staci. M. *The New Work of Writing Across the Curriculum: Diversity and Inclusion, Collaborative Partnerships, and Faculty Development*. Utah State University/University of Colorado Press, 2023.

- Lunsford, Andrea. *The Everyday Writer*, 8th edition. Contributions by Staci M. Perryman-Clark, Jamila Kareem and Kendra Bryant. Bedford/St. Martin's, 2022.
- Perryman-Clark, Staci M., and Collin Lamont Craig, editors. *Black Perspectives on Writing Program Administration: From the Margins to the Center*. National Council of Teachers of English (NCTE)/Conference on College Composition and Communication (CCCC) Studies in Writing and Rhetoric Series, 2019.
 - ***Winner of Council of Writing Program Administrators 2020 Best Book Award**
 - Reviewed by Mavis Boatemaa Beckson in *Conference on College Composition and Communication*, vol. 73, no. 7, 2021, pp. 156-160.
 - Reviewed by Floyd Council in *Composition Studies*, vol. 48, no. 1, 2020, pp. 145-148.
- Perryman-Clark, Staci M., David Kirkland, and Austin Jackson, editors. *Students' Right to Their Own Language: A Critical Sourcebook*. Bedford/St. Martin's/NCTE, 2014.
- Perryman-Clark, Staci M. *Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion*. Peter Lang, 2013.
 - Reviewed by Emeka Oruh Smart in *Journal of Pan African Studies*, vol. 6, no. 6, 2013, <http://www.jpanafrican.com/docs/vol6no6/6.6-bkrev-Oruh.pdf>

Select Refereed and Invited Articles

- Snyder, Sarah, Cristyn Elder, Joseph Janangelo, Michael Pemberton, Staci Perryman-Clark, and Irwin Weiser (in press). "Responding to High Stakes Writing: When Six Colleagues Read One Cover Letter." *Journal of Response Writing*, vol. 9, no. 3, fall 2023.
- Perryman-Clark, Staci M., Rhea Estelle Lathan and Brittney Boykins. "History, Theory, Pedagogy, Action: Critical Approaches to African American Rhetorical Call and Response." *Peitho*, vol. 19, no. 1, 2016, <http://cwshrc.org/actionhour2016/boykins.html>.
- Perryman-Clark, Staci M. "Who We Are(n't) Assessing: Racializing Writing Assessment in Writing Program Administration." *College English*, vol. 17, no. 2, 2016, pp. 206-211.
- Craig, Collin Lamont and Staci M. Perryman-Clark "Troubling the Boundaries Revisited: The More Things Change the More They Still the Same." *WPA: Writing Program Administration*, vol. 39, no. 2, 2016, pp. 20-26.
- Perryman-Clark, Staci M. "African American Language, Rhetoric, and Student Writing: New Directions for SRTOL." *CCC*, vol. 64, no. 3, 2013, pp. 465-495.
- Perryman-Clark, Staci M. "Africanized Patterns of Expression: A Case Study of Expository Writing Patterns across Writing Contexts." *Pedagogy*, vol. 12, no. 2, 2012, pp. 253-280.
- Craig, Collin Lamont and Staci Maree Perryman-Clark. "Troubling the Boundaries: (De)Constructing WPA Identities at the Intersections of Race and Gender." *WPA: Writing Program Administration*, vol. 34, no. 2, 2011, pp. 37-58.

Select Refereed Book Chapters

- "Geneva Smitherman: Toward a National Language Policy," *MLA Volume, Lost and Found Texts in Rhetoric and Composition*. (Forthcoming)

- Perryman-Clark, Staci. “A WPA/First-time Mom’s Guide to Producing the First Book for Tenure.” *Explanation Points: Publishing in Rhetoric and Composition*, edited by Danielle Nicole DeVoss and John Gallagher, Utah State University Press, 2019.
- Perryman-Clark, Staci. “Race, Teaching Assistants, and Student Bullying: Confessions from an African American Pre-tenured WPA.” *Defining, Locating, and Addressing Bullying in the WPA Workplace*, edited by Crystyn Elder and Beth Davilla, Utah State University Press, 2019, pp. 124-137.
- Alexandria Locket et al. “Reflective Moments: Showcasing University Writing Program Models for Black Student Success.” *Black Perspectives on Writing Program Administration: From the Margins to the Center*, edited by Staci M. Perryman-Clark and Collin Craig, National Council of Teachers of English (NCTE)/Conference on College Composition and Communication (CCCC) Studies in Writing and Rhetoric Series, 2019, pp. 115-139.
- Perryman-Clark, Staci. “Creating a United Front: A Writing Program Administrator’s Institutional Investment in Language Rights for Composition Students.” *Perspectives on Academic and Professional Writing in an Age of Accountability*, edited by Shirley Wilson Logan and Wayne H. Slater, Southern Illinois University Press, 2018, pp. 168-184.

Select Textbooks

- Flournoy, Kendra Ann, Ireland Atkinson, Samantha Atkins, Dianna E. Sachs, Kate Langan, Lisa Lishman, and Staci Perryman-Clark, editors. *Readings for Writers: Exploring Yourself, Your Community, and the World, 6thth edition*. Bedford/St. Martin’s, 2018.
- Perryman-Clark, Staci, editor. *Reading and Writing in the Age of Cultural Diversity*. Pearson, 2011.
- Craig, Collin, Staci Perryman-Clark, and Nancy C. DeJoy, editors. *A Reader for Writers*. McGraw-Hill, 2008.

Select Keynote Addresses, Featured Talks/Workshops, and Symposia

Perryman-Clark, Staci. “The Work of Writing Never Ends: Using Students’ Right to Their Own Language to Bridge Writing Across the Curriculum and Diversity and Inclusion Professional Development Opportunities.” March 17, 2023. Wayne State University Teaching of Writing Conference, Detroit, MI.

Perryman-Clark, Staci. “I’m So Glad Trouble Don’t Last Always: Reclaiming Our Discipline’s Influence Chair’s Address, February 16, 2023. Chicago, IL.

Perryman-Clark, Staci. “Implicit Bias and the Teaching of Writing for English Language Learners.” University of Detroit-Mercy Series on Diversity and Inclusion. January 20, 2023. University of Detroit-Mercy, Detroit, MI, 2023.

Perryman-Clark, Staci. “The Work of Writing Never Ends: Using Students’ Right to Their Own Language to Bridge Writing Across the Curriculum and Diversity and Inclusion Professional Development Opportunities.” October 2022. University of Wisconsin-Madison, Madison, WI.

Perryman-Clark, Staci. Aligning First Year Composition with Students’ Right to Their Own Language. 25 Feb. 2022, Duke University, Durham, NC, Workshop.

Perryman-Clark, Staci. “Anti-Racist Pedagogies.” 13 May 2021, Elon University Department of English, Elon, NC. Workshop.

Perryman-Clark, Staci. M. "Aligning First Year Composition with Students' Right to Their Own Language. 5 March 2021, North Dakota State University, Fargo, ND, Workshop.

Perryman-Clark, Staci. "Aligning the Students' Right to Their Own Language (SRTOL) with Your Writing Program." Bedford/St. Martin's Symposium of Composition at Historically Black Colleges and Universities (HBCUs). 4 April 2014, North Carolina A&T University, Greensboro, NC. Workshop

Featured Interviews and Podcasts

Stone, Elizabeth. *Why Some College Writing Professors Are Ditching Traditional Grading*. US News & World Report. https://www.usnews.com/education/articles/why-some-college-writing-professors-are-ditching-traditional-grading?utm_medium=Email&utm_source=ExactTarget&utm_campaign=MarCom.

Nimesheim, Jackson. *Emailing Your College Professor: Do's and Don'ts*. US News & World Report. <https://www.usnews.com/education/articles/emailing-your-college-professor-dos-and-donts>.

Perryman-Clark, Staci. "Raise the W Ad Campaign Podcast." *WMU Development and Alumni Relations*, 19 June 2018.

Perryman-Clark, Staci. Interviewed by Walter Smith Randolph. "2016 in Review." *WWMT News Channel 3 I-Team*, 21 Dec. 2016, <http://wwmt.com/news/i-team/newschannel-3-i-team-2016-in-review>.

- Interview remarks featured in one of News Channel 3's top stories of 2016

Perryman-Clark, Staci. Interviewed by Walter Smith Randolph. "Bangor Superintendent's Credentials Called into Question; Former Student Speaks Out." *WWMT New Channel 3*, 21 Nov. 2016, <http://wwmt.com/news/i-team/bangor-student-says-he-was-failed-for-doing-exactly-what-the-superintendent-did>.

Select Conference Presentations

Perryman-Clark, Staci. "Framework for Success with Black Student-Writers: Profiles of Writing Programs." Annual 2019 CCCC Convention, 14 Mar. 2019, David L. Lawrence Convention Center, Pittsburgh, PA.

Perryman-Clark, Staci. "Spotlight Session: Performing Embodiment, Enacting A Field, Part 2: Studies in Writing and Rhetoric." Annual 2019 CCCC Convention, 16 Mar. 2019, David L. Lawrence Convention Center, Pittsburgh, PA.

Perryman-Clark, Staci. "Reclaiming 'Lost Texts' in Rhetoric and Composition, Geneva Smitherman." Annual 2019 Modern Language Association Convention. 4 Jan. 2019, Hyatt Regency, Chicago, IL.

***President's Theme Session**

Perryman-Clark, Staci. "Beyond Writing Programs: Transforming Language Policy Beyond the Discipline." Annual 2018 CCCC Convention, 15 Mar. 2018, Kansas City Convention Center, Kansas City, MO.

Perryman-Clark, Staci. "Feminist Workshop: Feminist Rhetorics of Resistance and Transformation." Annual 2018 CCCC Convention, 14 Mar. 2018, Marriott Hotel, Kansas City, MO.

Perryman-Clark, Staci. "Working Conditions for Contingent Faculty: Why Our Labor Matters." Annual 2018 CCCC Convention, 17 Mar. 2018, Marriott Hotel, Kansas City, MO.

Perryman-Clark, Staci. (Respondent). "Capacity, Action, and Change: 21st Century Implications for Student Retention in First-Year Writing." Annual 2017 CCCC Convention, 17 Mar. 2017, Downtown Oregon Convention Center, Portland, OR.

Perryman-Clark, Staci. (Roundtable Presenter). "Cultivating Conversations with HBCUs: Afrocentric Pedagogy, Language and Writing Program Administration." Annual 2017 CCCC Convention, 16 Mar. 2017, Downtown Oregon Convention Center, Portland, OR.

*** CCCC Black Caucus Standing Group Sponsored Panel.**

Perryman-Clark, Staci. "Risk or Reward?: Rhetorical Agency and the Administrative Call for Faculty of Color." Annual 2015 CCCC Convention, 20 Mar. 2015, Tampa Convention Center, Tampa, FL.
Roundtable Respondent.

Perryman-Clark, Staci. "Composing Risk: Alternative Discourses in Composition." Annual 2015 CCCC Convention, 19 Mar. 2015, Tampa Convention Center, Tampa, FL.

Select Pedagogical Training and Professional Development Workshops

Western Michigan University

College of Education and Human Development Navigating Microaggressions workshop, July 16 and 17, 2019

Lee Honors College Writing to Learn Workshop, August 7 and August 9, 2018

Office of Faculty Development, Summer Seminar for Teaching Inclusivity, June 12 and 13, 2018

New Faculty Seminar, Locating Networks of Support, October, 2017

Lee Honors College Writing to Learn Workshop. August 1 and August 3, 2017

Office of Faculty Development, Summer Seminar for Teaching Inclusivity, June 13 and 14, 2017

Lee Honors College Writing to Learn Workshop. August 30 and September 1, 2016

Courses Taught

Western Michigan University

Undergraduate

ENGL 4080: Special Topics in Rhetoric and Writing Studies/Black Women's Intellectual and Rhetorical Traditions

ENGL 1050H: Thought & Writing (Honors College)

ENGL 1050: Thought and Writing (both f2f and online)

ENGL 1050: Thought & Writing (Service Learning Component)

ENGL 3050: Practical Writing/Introduction to Professional Writing

Graduate

ENGL 7300: Doctoral Dissertation Hours

ENGL 7110: Readings Doctoral Specialization (Independent Study)

ENGL 6900: Scholarship and Writing in the Profession

ENGL 7130: Teaching Practicum (Independent Study)

ENGL 6790: Studies in Composition Theory

ENGL 6690: Methods in Teaching College Writing

Funding, Honors and Competitive Awards

International and National Awards and Grants

Council of Writing Program Administrators Best Book Award 2020

Bedford/St. Martin's Professional Development Grant - Awarded \$1000 to fund professional development activities in FYW at WMU - 2013

Bedford/St. Martin's Custom Reader Preparation – Awarded \$300 to fund preparation for WMU Custom Reader - 2013

Ford Foundation Predoctoral Diversity Fellowship, National Academy of Sciences - Honorable Mention, 2008

Conference on College Composition and Communication (CCCC) Scholars for the Dream Travel Award \$750 - 2008.

Select Statewide and Local Grants

Ohio Department of Education

Co-Investigator. Project Title: Center of Hope Family Services/Martin Luther King School and Old West End School (2017-2022)

This proposal was submitted to support an 8-month project for expanding E.L.E.V.A.T.E. 21st Century Community Learning. This contract will support the following activities: formal needs assessment and asset mapping; on-going development and integration of partnerships and services; sustainability planning and community engagement; family engagement/support; and an application for a 21st Century Community Learning Center Grant for 3-5 years. **Awarded: \$1,700,000** (\$200,000 for first three years per school; \$150,000 per school year four; \$100,000 per school year five)

Ohio Department of Education (July, 2014 - June, 2017)

Co-Investigator. Project Title: Engage, Learn, Empower, Volunteer, Achieve, Enrich (ELEVATE)! This grant was awarded in partnership with the Toledo Public Schools and a local Community Action Planning Agency to become a 21st Century Community Learning Center. ELEVATE is a comprehensive after school program whose mission is to: provide a safe, nurturing environment that simultaneously increases students' literacy and math performance, exposes students to diverse positive youth development and enrichment opportunities, and empowers parents to lead students in becoming active leaders, learners, and positive contributors to the school and community. **Total Grant Award - \$600,000 (Center of Hope - \$525,000)**

Toledo Public Schools (November, 2014-June 2015)

Co-Investigator. Project Title: Center of Hope/Old Orchard Community School. This proposal was submitted to support an 8-month project expanding the E.L.E.V.A.T.E. 21st Century Community Learning Center into another elementary school. This contract will support the following activities: formal needs assessment and asset mapping; on-going development and integration of partnerships and services; sustainability planning and community engagement; family engagement/support; and an application for a 21st Century Community Learning Center Grant for 2015-2018. **Awarded - \$50,000.**

Ohio Department of Education (July, 2011)

Title I Supplemental Education Services in collaboration Center of Hope Family Services

Co-Investigator (co-authored with Tracee Perryman-Stewart). **Awarded: \$202,560**

Lucas County Department of Job and Family Services (June, 2011)

Employment Support Services. **Co-Investigator.** (co-authored with Tracee Perryman-Stewart).

Awarded: \$24,375

Lucas County Department of Job and Family Services (July, 2010)

Employment Support Services. **Co-Investigator.** (co-authored with Tracee Perryman-Stewart).

Awarded: \$97,500

Internal WMU Grants

WMU Office of Faculty Development (June, 2015-April 2016)

Graduate Teaching Assistant Mentoring Program. **Awarded \$1,000**

WMU Office of Diversity and Inclusion (August 2014-April, 2015)

Diversity, Equity, and Inclusion Diversity Climate Change Assessment Grant to support ESL/WMU International ENGL 1050 Students. **Primary Investigator** (with Kim Ballard and Walter Malone).

Awarded: \$15,000

WMU Office of Diversity and Inclusion (July 2014-April, 2015)

Diversity, Equity, and Inclusion Assessment Grant to support ESL/WMU International ENGL 1050 Students. **Primary Investigator** (with Kim Ballard, Iliana Rocha, and Tara Gonzalez) **Awarded: \$3000**

Institutional Faculty Awards

2022 WMU Excellence in Diversity and Inclusion Award

2022 Nominee, WMU Distinguished Faculty Scholar Award

2018 College of Arts and Sciences Faculty Achievement Award in Diversity and Inclusion

2018 Nominee, WMU Emerging Scholar Award

2017 Nominee, WMU Emerging Scholar Award

2016 Nominee, WMU Emerging Scholar Award

2015 WMU College of Arts and Sciences Award for Research and Creative Activity

- award is given to up to three faculties in the College of Arts and Sciences each year.

Select National and Professional Academic Service

Select National Boards, Committees and Editorial Boards

College Composition and Communication (flagship) Editorial Board 2019 – Present

National Council of Teachers of English (NCTE) Editorial Board 2018 - Present

Select University Campus-Wide Academic Service

Western Michigan University

Institute for Intercultural and Anthropological Studies Advisory Board, 2018-2019

Collaborative Risk/Opportunity Management (CRÖM) Team, 2018-Present

Faculty Senate Undergraduate Studies Council, 2018-Present

WMU Office of Faculty Development Advisory Board 2018 – 2010

WMU Essential Studies Executive Advisory Committee 2018 - 2019

Africana Studies Advisory Board 2017-2019

WMU Faculty Senate Ad-Hoc Committee Western Essential Studies Logistics Committee 2017-2018

WMU Faculty Senate Ad-Hoc Committee on General Education Design Team 2016-2017

WMU Ad Hoc Committee on University Communications (Appointed by the President) Spring 2016

WMU Faculty Senate Ad-Hoc Committee on General Education 2015-2016

College of Arts and Sciences (CAS) Dean's Search Committee 2015-2016

WMU Athletic Board 2015-2018 (Appointed by the President)

Professional Memberships

Modern Language Association

Conference on College Composition and Communication

National Council of Teachers of English

Rhetoric Society of America

National Writing Project

Council of Writing Program Administrators

NCTE/CCCC Black Caucus