

# CURRICULUM VITAE

University of Idaho

**NAME:** Margot Volem

**DATE:** 08/18/2024

**RANK OR TITLE:** Instructor & Dual Credit Faculty Liaison

**DEPARTMENT:** English

**OFFICE LOCATION AND CAMPUS ZIP:**

Brink Hall 130/83844-1102

**OFFICE PHONE:** N/A

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**EMAIL:** mvolem@uidaho.edu

**DATE OF FIRST EMPLOYMENT AT UI:** August 2017

**DATE OF TENURE:** Untenured / Non-Tenure Track

**DATE OF PRESENT RANK OR TITLE:** January 2023

## **EDUCATION BEYOND HIGH SCHOOL:**

### **Degrees:**

M.Ed., TESOL, Seattle University, Seattle, Washington, 2007.

B.F.A., Painting, University of Oregon, Eugene, Oregon, 2001.

### **Certificates and Licenses:**

Certification in TESL, School of Teaching ESL/ Seattle University, 2003.

## **EXPERIENCE:**

### **Teaching, Extension and Research Appointments:**

Instructor & Dual Credit Faculty Liaison, University of Idaho, Jan. 2023-

Lecturer, University of Idaho, Fall 2022, Fall 2017

Instructor, University of Texas, at Austin, Aug. 2013-June 2015

EFL Instructor, Clark University/Shandong University of Science and Technology, Jinan, China, Spring 2013,  
Summer 2013

English Language Fellow, U.S. Department of State & Georgetown University (post: Mustafa Kemal University,  
Antakya, Turkiye, August 2011-June 2012)

Instructor, INTO-Oregon State University, Jan. 2010-June 2011

ESOL Instructor, Highline Community College, Winter and Spring quarters, 2007

Visiting Instructor, University of Cincinnati, College of Design, Architecture, Art, and Planning, Semester in  
the Southwest Program, Taos, New Mexico, Summer term 2005.

Instructor, Portland State University, Jan. 2002- June 2003

### **Academic Administrative Appointments:**

Student Success Manager, Navitas/University of Idaho Global Student Success Program, 2017-2020

Associate Program Manager for Academic English, INTO-Oregon State University, 2010-2011

### **Non-Academic Employment:**

Rater for TOEFL and SAT Exams, Education Testing Services, Princeton, NJ, 2015-2017

Textbook Reviewer, Beijing Normal University, National Key Laboratory of Cognitive Neuroscience and  
Learning, School of Brain and Cognitive Sciences, Beijing, China, November 2013-March 2014

## **TEACHING ACCOMPLISHMENTS:**

**Areas of Specialization:** TESOL; First-Year Writing; grammar; assessment; teacher training; dual credit.

**Courses Taught:**

Instructor, University of Idaho

Writing and Rhetoric I, ENGL 101, Fall 2023

Writing and Rhetoric II, ENGL 102, Fall, 2024, Spring 2024, Spring 2023

Literature and Ideas, ENGL 175, Spring 2025

Lecturer, University of Idaho

Writing and Rhetoric II, ENGL 1102, Fall 2022, Fall 2017

Instructor, University of Texas, at Austin (English Language Center, Texas Global)

Academic Writing, AEP 3, Spring 2015, Fall 2014, Spring 2014, Fall 2013

Academic Reading & Discussion, AEP 1, Spring 2014, Fall 2013

Academic Reading & Discussion, AEP 3, Spring 2014

Intensive English Reading & Discussion, ELP 5, Summer 2014

Intensive English Writing, ELP 4, Summer 2014

Beginning English Grammar 2, ELP 2, Spring 2014, Fall 2013

Intermediate English Grammar 5, ELP 5, Fall 2014, Spring 2014

Advanced English Grammar 7, ELP 7, Spring 2015

English Listening & Speaking, ELP 4, Spring 2015, Fall 2014

English Listening & Speaking, ELP 5, Summer 2014

EFL Instructor, Shandong University of Science and Technology (Clark University)

English Language and Culture 1, Feb.-June 2013

English Language and Culture 3, Feb.-June 2013

English Language Fellow, Mustafa Kemal University

Oral Communication for English Language Teachers, August 2011- June 2012 (four sections)

Fundamentals of Public Speaking for English Language Teachers, August 2011- January 2012 (two sections)

Methods for Teaching English, January 2012-June 2012 (two sections)

Intensive English for MKU's Faculty of Medicine (continuing education for professors/doctors)

Instructor, INTO Oregon State University (January 2010-June 2011)

Academic Reading/Writing 6, IEPA 060NC (6 credits)

Academic Reading/Writing 5, IEPA 051NC (6 credits)

Academic Writing/Grammar 4, IEPA 048NC (6 credits)

Academic Writing/Grammar 3, IEPA 048NC (6 credits)

Advanced Grammar Through Writing, IEPA 057NC (3 credits)

Academic Reading/Vocabulary 4, IEPA 044NC (6 credits)

Academic Listening/Speaking 5, IEPA 051NC (6 credits)

Academic Listening/Speaking 1, IEPA 011NC (6 credits)

TOEFL Preparation, IEPA 055NC (3 credits)

Special Topics, English through Music, IEPG 049NC (3 credits)

Special Topics, English through Movies, IEPG 039NC (3 credits)

Special Topics, English for Business, IEPG 049NC (3 credits)

Special Topics, It's News to Me, IEPG 049NC (3 credits)

Special Topics, Say It Your Way, IEPG 049NC (3 credits)

Undergraduate Pathway Reading/Writing 5, UGPW (6 credits)

Graduate Pathway Reading/Writing 6, GRPW (6 credits)

ESOL Instructor, Highline Community College

English for Medical Terminology, (ABE, ESL) Winter and Spring quarters 2007

Visiting Instructor, University of Cincinnati (Semester in the Southwest Program, Taos, New Mexico)

Coptic Bookbinding, Summer 2005

Instructor, Portland State University (Sept. 2002-June 2003)

Beginning Drawing, Saturday Academy at PSU  
 Beginning Painting, Saturday Academy at PSU

**Students Advised:**

University of Idaho (in current role, 2023-)

No advisees assigned

University of Idaho

(in role of Student Success Manager for U of I Global Student Success Program/Affiliate Employee of U of I, Dec. 2017-Dec. 2020)

Formally advised over 25 undergraduate students across disciplinary majors.

Formally advised over 45 graduate students across disciplinary majors.

**Materials Developed:** (non-scholarship activity)

English Language Fellow, Mustafa Kemal University

Developed curriculum and assessments for yearlong class, Oral Communication for English Language Teachers. August 2011- June 2012.

Developed curriculum and assessments for semester-long class, Fundamentals of Public Speaking for English Language Teachers. August 2011- January 2012.

Developed teaching materials for Intensive English classes for MKU's Faculty of Medicine. September 2011- June 2012.

**DUAL CREDIT ACCOMPLISHMENTS:**

**Materials Developed:** (non-scholarship activity)

**Training Courses:**

U of I Dual Credit New Teacher Training for Composition/Rhetoric

Designed and developed online asynchronous training course delivered on Canvas. Course provides the following information/content: NACEP (National Alliance of Concurrent Enrollment Programs) Standards; U of I Department of English; Mission and Culture of U of I; U of I resources, including the Library, the Writing Center, CETL; NACEP-approved syllabi, curriculum, and assessments for ENGL 101 and 102; OER textbooks and teaching resources; supplementary teaching materials for ENGL 101 and 102 including classroom teaching ideas, PowerPoint presentations to use in the classroom, outline templates, and groupwork activities; grading calibration activity; composition pedagogy and teaching philosophy for First-Year Writing; CCCC Joint Position Statement on Dual Enrollment in Composition; roles and responsibilities for high school teaching partners; overview of expectations for Professional Development requirement.

U of I Dual Credit New Teacher Training for Literature

Designed and developed online asynchronous training course delivered on Canvas. Course provides the following information/content: NACEP (National Alliance of Concurrent Enrollment Programs); U of I Department of English; Mission and Culture of U of I; U of I resources, including the Library, the Writing Center, CETL; NACEP-approved syllabi, curriculum, and assessments for ENGL 175, 257, and 258; roles and responsibilities for high school teaching partners; overview of expectations for Professional Development requirement; supplementary resources for teaching Shakespeare; supplementary audio and video resources for teaching poetry, drama, and fiction; roles and responsibilities for high school teaching partners; overview of expectations for Professional Development requirement..

**Professional Development Courses:**

Professional Development Course for Dual Credit Teachers of Composition/Rhetoric (ENGL 101, 102)

Designed and developed online asynchronous Professional Development course delivered on Canvas that houses content including: teaching resources for writing teachers (including CCCC Teaching Resources, Open Textbook Library, The McGraw Center for Teaching & Learning (Princeton University), a Guide to Open Education Resources (Iowa State University), U of I Writing Center Resources, et al.); U of I resources, including the Library, the Writing Center, CETL; selected articles and book chapters on scholarly research in dual credit; selected articles and book chapters on scholarly research in

composition/rhetoric, including Framework for Success in Postsecondary Writing developed by Council of Writing Program Administrators and National Council of Teachers of English; selected book chapters on teaching in the higher education classroom; selected book chapters/articles on philosophy of education/developing a teaching philosophy; scholarly articles on writing assessment and evaluation; teaching ideas for composition/rhetoric in higher education including the One-Minute Paper (Tufts University) and The Muddiest Point (Penn State University); selected Massive Open Online Courses for teaching writing; selected Massive Open Online Courses for general teaching, including Diversity and Inclusion in Education, Assessing Achievement for ELLs, and Orchestrating Whole Classroom Discussions; selected TED Talks on Composition/Rhetoric, linguistics, and grammar; video resources for teaching rhetoric, grammar, and mechanics; podcasts on composition/rhetoric; scholarly articles on AI usage in college writing.

**Professional Development Course for Dual Credit Teachers of Literature (ENGL 175, 257, 258)**

Designed and developed online asynchronous Professional Development course, delivered on Canvas, that houses content including: U of I resources, including the Library, the Writing Center, CETL; selected articles and book chapters on scholarly research pertaining to the curriculum for ENGL 175, 257, and 258; ideas for teaching literature in higher education; selected Massive Open Online Courses for teaching literature, including AP courses; selected Massive Open Online Courses for general teaching, including Diversity and Inclusion in Education, Assessing Achievement for ELLs, and Orchestrating Whole Classroom Discussions; selected TED Talks on teaching literary conventions and grammar; scholarly articles on assessment and evaluation in the literature classroom; resources for teaching Shakespeare, including the *Play On!* podcast series, the Shakespeare for All podcast series, and Open Shakespeare.

**User Guides for Dual Credit Teaching Partners:**

User Guides for Navigating Canvas for U of I Classes of English:

Designed and developed a user guide for Canvas for dual credit teachers of English, including how to set up DUO multifactor authentication and access eBooks, *The Vandal Field Guide to Writing* and *The Little Seagull Handbook, 4<sup>th</sup> Edition*, embedded in the LMS.

**Dual Credit Faculty Mentored:**

Fall 2024 -- mentored 20 high school teaching partners of dual credit English, breakdown by class as follows:

- 12 teachers of ENGL 101
- 6 teachers of ENGL 102
- 11 teachers of ENGL 175
- 2 teachers of ENGL 257
- 2 teachers of ENGL 258

Spring 2024 – mentored 25 high school teaching partners of dual credit English, breakdown by class as follows:

- 17 teachers of ENGL 101
- 9 teachers of ENGL 102
- 14 teachers of ENGL 175
- 2 teachers of ENGL 257
- 4 teachers of ENGL 258

Fall 2023 -- mentored 24 high school teaching partners of dual credit English, breakdown by class as follows:

- 17 teachers of ENGL 101
- 7 teachers of ENGL 102
- 13 teachers of ENGL 175
- 2 teachers of ENGL 257
- 4 teachers of ENGL 258

Spring 2023 – mentored 23 high school teaching partners of dual credit English, breakdown by class as follows:

- 13 teachers of ENGL 101
- 4 teachers of ENGL 102
- 14 teachers of ENGL 175
- 2 teachers of ENGL 257
- 3 teachers of ENGL 258

### **Dual Credit Site Visits Conducted:**

Spring 2025 – 9 visits (anticipated)

Fall 2024 – 2 site visits conducted.

- Kellogg High School (1 teacher observed)
- Sandpoint High School

Spring 2024 – 7 site visits conducted.

- Genesee High School (1 teacher observed)
- New Plymouth High School (2 teachers observed)
- Coeur d'Alene high School (1 teacher observed)
- McCall High School (2 teachers observed)
- Glens Ferry High School (1 teacher observed)

Fall 2023 – 7 site visits conducted.

- Weiser High School (1 teacher observed)
- Compass Public Charter School (1 teacher observed)
- Christian Center School (1 teacher observed)
- Lake City High School (1 teacher observed)
- North Idaho STEM Charter (1 teacher observed)
- Fruitland High School (2 teachers observed)

Spring 2023 – 8 site visits conducted.

- Moscow High School (2 teachers observed)
- Troy High School (1 teacher observed)
- Coeur d'Alene High School (1 teacher observed)
- Lake City High School (1 teacher observed)
- Post Falls High School (1 teacher observed)
- Marsh Valley High School (2 teachers observed)

### **Administrative Duties:**

Review applications of new dual credit teaching partners.

Recruit dual credit teaching partners to the Department of English's Grace Nixon Institute.

Design/maintain records of study plans for dual credit teaching partners enrolled in master's degree programs.

Facilitate New Teacher Training and Orientation for dual credit teaching partners of English (via Canvas and Zoom).

Provide NACEP-approved syllabi templates (with updated U of I policies and Department of English content) to dual credit teaching partners for ENGL 101, 102, 175, 257, 258.

Collect, review, and approve dual credit teaching partners' NACEP-approved syllabi for ENGL 101, 102, 175, 257, 258.

Provide sample U of I assignments and rubrics for each dual credit class per semester.

Collect sample assignments and rubrics from dual credit teaching partners per course per year, to share with Dual Credit Office.

Provide and facilitate Professional Development opportunities for dual credit teaching partners through self-paced PD Courses, including networking opportunities (available on Canvas) and one-on-one mentorship via Zoom calls/phone calls/email/meetings during site visits.

Provide guidance concerning grading policies, and ensure assessment practices of dual credit teaching partners meet Department standards.

Maintain detailed records of dual credit teaching partners' class schedules and rotations.  
 Maintain detailed records of dual credit teaching partners' training and orientation.  
 Maintain detailed records of dual credit teaching partners' professional development requirement.  
 Conduct bi-annual site visits and maintain detailed records.  
 Write Dual Credit Statement of Equivalency for English.  
 Upload all required dual credit forms to the Dual Credit Office's SharePoint.  
 Assist dual credit teaching partners with Canvas, VandalWeb, and entry of final grades.  
 Attend faculty liaison orientation and attend Dual Credit Program-led professional development.  
 Ensure NACEP (National Alliance of Concurrent Enrollment Partnerships) standards are met.

## **SCHOLARSHIP ACCOMPLISHMENTS:**

### **Publications (books):**

*Africa South of the Sahara: Artisans Around the World* [textbook], co-authored with Susan Rich, New Hampshire: Heinemann Publishers / Houghton Mifflin Harcourt, 1999.

### **Presentations, Workshops, and Lectures Delivered:**

Co-hosted information and recruitment session on behalf on the English Language Fellow Program (U.S. Department of State and Georgetown University) with former English Language Fellow, Judy Emerson, presentation, University of Idaho, January 2020.

"Using Screen-Capture Software to Provide Feedback and Assessment for Student Writing," lecture, American Language and Culture Program, University of Idaho, October 2019.

"Alternative Feedback: Designing Inspiring Rubrics for Assessment across the Four Skills," lecture, CALT Regional Conference, University of Montana, September 2019.

"Strategies for Advising International Students in Higher Education: What Advisors Need to Know about SEVP," lecture, co-presented with Brittany Sonnenberg, University of Idaho 16th Annual Advising Symposium, September 2019.

"Intercultural Communication: An Overview for Advisors," workshop, co-presented with Kristen McMullin, University of Idaho 16th Annual Advising Symposium, September 2019.

"Confronting Stereotypes of and Among International Students in Academic Advising," lecture, University of Idaho 15th Annual Advising Symposium, September 2018.

"Mimic Monologues: Reexamining Behaviorism for Approaches in Teaching Speaking and Listening," lecture, Palouse Language and Culture Symposium, University of Idaho, April 2018.

"Giving Effective Written Feedback to ELLs," lecture, American Language and Culture Program, University of Idaho, March 2018.

"Linguistically Responsive Teaching: Strategies to Support International Students and Language Learners," lecture, U of I Global Student Success Program Spring Lecture Series, University of Idaho, 2018.

"Using Social Media in the Classroom: Embracing Facebook as a Teaching Tool," multi-media (Prezi) lecture, METU International ELT Conference, Middle East Technical University, Ankara, Turkey, June 2012.

"Teaching to Motivate," Co-Presenter of Teacher Trainer Course Developed by English Language Specialist George Bishop, teacher training workshop, Gaziantep Turkey, June 2012.

### **Professional Development Workshops Delivered:**

“The 6 Principles of TESOL: Universal Guidelines for Content-Area Instructors,” U of I Global Student Success Program Faculty Meeting, October 2019.

“Data Driven Language Learning: Using Compleat Lexical Tutor to Teach Reading and Vocabulary,” U of I Global Student Success Program Faculty Meeting, April 2019.

“Millennials, Generation Z and International Digital Natives: Understanding Our Students,” U of I Global Student Success Program Faculty Meeting, October 2018.

**Lecture Series Organized:**

U of I Global Student Success Program Spring 2019 Lecture Series, University of Idaho, 2019.

U of I Global Student Success Program Spring 2018 Lecture Series, University of Idaho, 2018.

**SERVICE:**

**Major Committee Assignments:**

University of Idaho, Department of English

Undergraduate Recruitment and Retention Committee (Spring 2025-present)

Rhetoric and Composition Committee, Spring 2023-Fall 2024 (2 years)

Executive Committee, Spring 2023 (1 semester)

Hiring Committee for Temporary Lecturer, Spring 2023

University of Idaho

Committee for General Education Spring 2023-present

University of Texas at Austin, English Language Center/Texas Global

Assessment Committee for working toward CEA Accreditation (Commission on English Language Program Accreditation) 2013-2014

INTO Oregon State University

Curriculum and Assessment Committee working toward CEA Accreditation (Commission on English Language Program Accreditation) 2010-2011

**Professional and Scholarly Organizations:**

TESOL International Association, 2007-present

**Community Service:**

Volunteer at Lena Whitmore Elementary School (First Grade Math, once per week; International Day) 2022-2023

Volunteer at Lena Whitmore Elementary School (STEAM Day) 2023-2024

Volunteer at Lena Whitmore Elementary School (Third Grade Math, once per week) 2024-2025

**PROFESSIONAL DEVELOPMENT:** (workshops and seminars attended)

“Shaping the Way We Teach English 1: The Landscape of English Language Teaching,” U.S. Department of State and University of Oregon, January-February 2015, 5-week (30 hour) online teacher training course; Statement of Accomplishment with Distinction.

“Organizational Analysis,” Stanford University, Jan.-Feb. 2015, 10-week online course; Statement of Accomplishment.

**Conferences Attended:**

Idaho SBOE General Education Summit, October 2024.  
U of I General Education Summit, March 2023.  
CALT (Classroom Assessment and Language Teaching) Regional Conference, University of Montana, Missoula, MT, September 2019.  
University of Idaho 16th Annual Advising Symposium, September 2019.  
Navitas North America Student Success Conference, University of New Hampshire, July-August 2019.  
TESOL 2019 International Convention and Expo, Atlanta, Georgia.  
U of I Student Success Conference, Center for Excellence in Teaching and Learning, University of Idaho, 2019.  
Palouse Language and Culture Symposium, University of Idaho, 2019.  
U of I Student Success Conference, Center for Excellence in Teaching and Learning, University of Idaho, 2018.  
Palouse Language and Culture Symposium, University of Idaho, 2018.  
University of Idaho 15th Annual Advising Symposium, 2018.  
TESOL 2014 International Convention and English Expo, Portland, Oregon.  
METU International ELT Conference, Middle East Technical University, Ankara, Turkiye, 2012.  
TESOL 2011 International Convention and English Expo, New Orleans, Louisiana.  
TESOL 2007 International Convention and English Expo, Seattle, Washington.