

# Russell F. Mayo, Ph.D.

## Curriculum Vita

Department of English and World Languages  
Purdue University Northwest  
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### EDUCATION

- 2020 **Ph.D.**, English Studies, University of Illinois at Chicago (Chicago, IL)  
Dissertation: *Finding Ivan Illich in the Writing Center: A Case Study of Deschooling and Literacy Learning*
- 2013 **Graduate Certificate**, Gifted Education (Grades K-12), University of North Carolina at Charlotte (Charlotte, NC)
- 2009 **M.Ed.**, Social Studies Education (Grades 6-9), University of North Carolina at Chapel Hill (Chapel Hill, NC)
- 2003 **B.S.**, English Education (Grades 6-12), History minor, *cum laude*, Eastern Michigan University (Ypsilanti, MI)

### ACADEMIC APPOINTMENTS

- 2020-present **Assistant Professor of English**, Department of English and World Languages, College of Humanities, Education, and Social Sciences, Purdue University Northwest (Hammond, IN)
- Writing Program Director (June 2021-present)
  - Writing Center Director (Aug. 2020-July 2021)
  - Faculty Affiliate, Purdue Institute for Climate, Environment, and Sustainability (PICES, Oct. 2020-present)
- 2015-2020 **Graduate Instructor**, Department of English, College of Liberal Arts and Sciences University of Illinois at Chicago (Chicago, IL)
- Secondary English Education Field Supervisor (Aug. 2018-Aug. 2019)
  - UIC Writing Center Assistant Director (Aug. 2016-Dec. 2017)
  - CHANCE Program Writing Coach (Aug. 2015-May 2020)

### UNIVERSITY TEACHING

#### Purdue University Northwest

- ENGL 10400, English Composition I (Fall 2020, Spring 2021, Fall 2021)
- ENGL 39100, Composition for English Teachers (Fall 2021)
- ENGL 42800/59100, Introduction to Composition Theory (Grad/Undergrad - Spring 2022)
- ENGL 49200, Literature in the Secondary Schools (Spring 2021, Spring 2022)
- ENGL 68000, Rhetoric and Composition (Grad independent study - Fall 2021)

## University of Illinois at Chicago

- ENGL 160, Academic Writing I: Academic and Public Contexts (Fall 2015)
- ENGL 161, Academic Writing II: Writing for Inquiry and Research (Spring 2015, Summer 2017, Summer 2018)
- ENGL 222, Tutoring in the Writing Center (Spring 2017, Fall 2017)
- ENGL 459, Introduction to English Education Methods (Spring 2016, Fall 2016)
- ENGL 481, Methods of Teaching English in Middle and Secondary Schools (Grad/Undergrad - Fall 2019, Spring 2020)
- ENGL 486, Teaching Writing in Middle and Secondary Schools (Grad/Undergrad - Spring 2018, Fall 2018)
- ENGL 498/499, Student Teaching Practicum (Grad/Undergrad - Fall 2018, Fall 2019)
- ENGL 554, Seminar in English Education (Grad course co-taught w/ David Schaafsma, Spring 2020)

## K-12 TEACHING EXPERIENCE

- 2015-2016 Writing Lab Summer Course Instructor, Apogee Program (Grades 5-7)  
Center for Talent Development, Northwestern University (Evanston, IL)
- 2015 Interim English Language Arts and Social Studies Teacher (Grade 6)  
Pulaski International School, Chicago Public Schools (Chicago, IL)
- 2011-2014 English Language Arts and Creative Writing Teacher (Grades 6-8)  
Smith Middle School, Chapel Hill-Carrboro City Schools (Chapel Hill, NC)
- 2004-2011 English Language Arts and Social Studies Teacher (Grades 6-8)  
Phillips Middle School, Chapel Hill-Carrboro City Schools (Chapel Hill, NC)

## LICENSURE

Professional Educator's License, State of North Carolina (Expires June 2023)

*Grades 9-12:* English, History, Social Studies

*Grades 6-9:* English Language Arts, Social Studies

*Grades K-12:* Academically Gifted

## PUBLICATIONS

### *Articles/book chapters (peer-reviewed):*

Bass, Christopher, **Russell Mayo**, and Luke Rodesiler. "Teaching Critical Media Ecoliteracy." *English Journal*, vol. 111, no. 4, 2022, pp. 74-81. [library.ncte.org/journals/ej/issues/v111-4/31697](https://library.ncte.org/journals/ej/issues/v111-4/31697)

**Mayo, Russell**, Elise Dixon, and Eric Camarillo. "Navigating and Adapting Writing Centers through a Pandemic: Justifying Our Work in New Contexts." *Navigating and Adapting Writing Centers through a Pandemic: Justifying Our Work in New Contexts*, vol. 5, no. 2, Oct. 2021. [thepeerreview-iwca.org/issues/issue-5-2/navigating-and-adapting-writing-centers-through-a-pandemic-justifying-our-work-in-new-contexts/](https://thepeerreview-iwca.org/issues/issue-5-2/navigating-and-adapting-writing-centers-through-a-pandemic-justifying-our-work-in-new-contexts/)

Rodesiler, Luke, and **Russell Mayo**. “The Future is Now: A 2040 Study Guide.” *Screen Education*, vol. 96, 2019, pp. 78-83.

**Mayo, Russell**. “‘All schooled up’: One Teacher’s Path Toward Deschooling.” *Unsettling Education: Searching for Ethical Footing in a Time of Reform*, edited by Brian Charest and Kate Sjostrom, Peter Lang, 2019, pp. 197-216.

**Mayo, Russell**. “The Everyday Anarchism of Peer Tutoring.” *Cultural Rhetorics, Writing Centers, and Relationality: Constellating Stories*, special issue of *The Peer Review*, vol. 2, no. 1, 2018. [thepeerreview-iwca.org/issues/relationality-si/the-everyday-anarchism-of-peer-tutoring/](http://thepeerreview-iwca.org/issues/relationality-si/the-everyday-anarchism-of-peer-tutoring/).

**Book reviews:**

**Mayo, Russell**. “‘What is writing education for?’ Challenging the Transfer Turn with Rhetorical Ethos and Place-Based Writing. A Review of *Transforming Ethos: Place and the Material in Rhetoric and Writing*.” *Composition Forum*, vol. 46, May 2021. [compositionforum.com/issue/46/mayo-carlo-review.php](http://compositionforum.com/issue/46/mayo-carlo-review.php).

**Other publications (not peer-reviewed):**

**Mayo, Russell**. “Writing Environments: Reimagining English Education via Eco-Composition.” Teacher Ed - Guest Blog Post, *Ethical ELA*, June 2021. [ethicalela.com/writing-environments-by-russ-mayo/](http://ethicalela.com/writing-environments-by-russ-mayo/)

Vaughan, Andrea, and **Russell Mayo**. “Beyond Classroom Observations: Pre-Service Teacher Fieldwork in Out-of-School Literacy Spaces.” *Growing Scholars Chronicle*, vol. 8. NCTE’s Conference on English Education Graduate Strand Newsletter. June 2018.

**Book in progress:**

Everett, Justin, and **Russell Mayo**, editors. *Exigence in the Anthropocene: Teaching Ecocomposition in the Age of Climate Change*. (Proposal under review by Parlor Press for the “Lauer Series on Composition and Rhetoric”)

**Articles/chapters in progress:**

**Mayo, Russell**. “‘The Overcoming of Otherness’: Teaching Visual Literacy through Ekphrastic Poetry and *The Arrival*.” For *Arts Integration and Young Adult Literature: Increasing Visual Literacy and Critical Thinking Skills Through Graphic Novels*. (Book chapter accepted with revisions, manuscript currently in-process)

**Mayo, Russell**. “‘The cruel radiance of what is’: Modernist Anti-Theatricality in *Let Us Now Praise Famous Men*.” For *The Feel of Experience: Cognition, Emotion and Consciousness in Modernist Storyworlds*, Cambridge Scholars Publishing. (Book chapter accepted with revisions, manuscript currently in-process)

**Mayo, Russell.** “Deschooling (and) the Post-Pandemic Writing Center.” *The Post-Pandemic Writing Center*, special issue of *WLN: A Journal of Writing Center*. (Article accepted with revisions, manuscript currently in-process)

**Mayo, Russell,** and Loren Skye Roberson. “Ecocomposition in the Writing Center: A Comparative Case Study of Ecology and (Post)Sustainability.” For *Exigence in the Anthropocene: Teaching EcoComposition in the Age of Climate Change*. (Book chapter proposal accepted, manuscript under review)

## **GRANTS, HONORS, AND AWARDS**

### ***Awarded:***

ELATE Graduate Student Research Award. “Teaching English Teachers in the Anthropocene: Qualitative Case Studies of Climate Change in English Education.” English Language Arts Teacher Educators, 2019: \$2,500.

Distinguished Teaching Award. Department of English, UIC, 2018: \$500.

Provost’s Graduate Research Award. “Ivan Illich and the Rhetoric of Deschooling.” Graduate College, UIC, 2018: \$5,000.

Honoring Our Professors’ Excellence (HOPE) Award, UIC, 2016.

Summer Fellowship, National Endowment for the Humanities (NEH), “African American Political History, Reconstruction to the Present,” 2012: \$3,300.

### ***Grants not awarded:***

Principal Investigator, “Freshwater Matters: Developing Eco-Composition Curriculum for Experiential Learning, Community-Engaged Writing, and Environmental Justice.” Purdue University Northwest Catalyst Grant: \$7,000. (Submitted Oct. 2020; resubmitted Oct. 2021)

Content/pedagogy consultant, “Steel and the Region It Built: Foundations of Pluralism in the Industrial Great Lakes.” NEH Digital Grant, 2021: \$100,000. (Submitted July 2021)

Lead ELA instructor. “Transdisciplinary Climate Education for Preservice Teachers and Methods Instructors.” National Science Foundation’s Robert Noyce Scholarship Teacher Scholarship Grant. \$500,000. (Submitted Feb. 2020)

## **PRESENTATIONS**

### ***Refereed presentations:***

“Reinhabiting the Earth: Language and Pedagogy for Environmental Change.” Panel presentations accepted for the Rhetorical Society of America’s 20th Biennial Conference, Baltimore, MD, May 2022.

“Pedagogies of Responsibility: Teaching Environmental Justice in Writing and Rhetoric.” Roundtable session co-presented at the Conference on College Composition and Communications Annual Convention, Virtual, March 2022.

“Water Is Life: Engaging Hydronarratives for Ecological Literacy and Environmental Justice.” National Council of Teachers of English Annual Convention, Virtual, Nov. 2021.

“Pandemic Exigencies: Technology, Togetherness, Tutoring.” International Writing Centers Association Conference, Virtual, Oct. 2021.

“Ecomposition in the Anthropocene: Deepening Engagement with the Public and Environmental Contexts of Writing.” Roundtable session co-chair, Conference on College Composition and Communications Annual Convention, Virtual, April 2021.

“Writing Centers and (Post)Sustainability: Comparative Case Studies of Ecomposition in the Anthropocene.” Paper presented at Conference on College Composition and Communications Annual Convention, Virtual, April 2021.

“Alarmed, Concerned, Cautious: Analyzing English Teacher Candidates’ Views of the Climate Crisis.” Paper presented at the ELATE Research Award Winners session, National Council of Teachers of English Annual Convention, Virtual, Nov. 2020.

“Dire Straits: English Teacher Education and the Climate Crisis.” National Council of Teachers of English Annual Convention, Virtual, Nov. 2020.

“The Future is Now: Using Climate Change Documentaries to Teach Critical Media Literacy.” National Council of Teachers of English Annual Convention, Virtual, Nov. 2020.

“Hospitality or Hospitalization? Ivan Illich and the Contradictions of Writing Center Work.” Rhetoric Society of America’s 19th Biennial Conference, Portland, OR, May 2020. *Conference cancelled due to COVID-19.*

“The Needs of Hospitality: Ivan Illich and the Everyday Contradictions of Peer Tutoring.” American Educational Research Association Annual Meeting, San Francisco, CA, April 2020. *Conference cancelled due to COVID-19.*

“Commonplaces of Rhetoric and Education: On Learning, Teaching, Subject Matter, and Milieu.” Conference on College Composition and Communications Annual Convention, Milwaukee, WI. March 2020. *Conference cancelled due to COVID-19.*

“If We Build It, They Will Come: Constructing Common Places in Secondary/ Postsecondary English Education.” Conference on College Composition and Communications Annual Convention, Milwaukee, WI. March 2020. *Conference cancelled due to COVID-19.*

“Illichean Peer Tutoring: Conviviality through Dialogic Literacy.” Paper presented at L. Ramon Veal Research Seminar, National Council of Teachers of English Annual Convention, Baltimore, MD, Nov. 2019.

“Unsettling Education: Searching for Ethical Footing in a Time of Reform.” National Council of Teachers of English Annual Convention, Baltimore, MD, Nov. 2019.

“Images of Possibility: Teaching and Learning Toward Freedom.” National Council of Teachers of English Annual Convention, Baltimore, MD, Nov. 2019.

“Peer Tutoring and the Everyday Arts of (De)Schooling.” International Writing Centers Association/National Council on Peer Tutoring in Writing Joint Conference, Columbus, OH, Oct. 2019.

“What is English Education for? Rethinking Our Work Through Climate Change and the Environment.” English Language Arts Teacher Educators Summer Conference, Fayetteville, AR, July 2019.

“Finding Ivan Illich in the Writing Center: Situated Learning Webs and Sustainable Education.” American Educational Research Association Annual Meeting, Toronto, Canada, April 2019.

“Performance-Rhetorics of the Anthropocene: Composing New Forms of Political Ecology.” Conference on College Composition and Communications Annual Convention, Pittsburgh, PA, March 2019.

“Anarchy in the Writing Center! Peer Tutoring and Prefigurative Deschooling.” National Council of Teachers of English Annual Convention, Houston, TX, Nov. 2018.

“Writing Sustainability: Bridging Eco-Literacy, Research, and Composition.” National Council of Teachers of English Annual Convention, Houston, TX, Nov. 2018.

“Deschooling and Writing Centers: An Invitation to Dialogue.” International Writing Centers Association Annual Conference, Atlanta, GA, Oct. 2018.

“Inscribing Relationality: Tracing (Y)Our Ecological Networks of Writing Pedagogy and Assessment.” Conference on College Composition and Communications Annual Convention, Kansas City, MO, March 2018.

“Threshold Concepts and Transfer Across Disciplinary Lines.” Session chair, Conference on College Composition and Communications, Kansas City, MO, March 2018.

“Mutuality in the Writing Center.” National Council of Teachers of English Annual Convention, St. Louis, MO, Nov. 2017.

“Empowering Students and Prompting Knowledge Construction through Literature Conversations.” Session chair, National Council of Teachers of English Annual Convention, St. Louis, MO, Nov. 2017.

“Double Agents, Doubling Agency: Peer Tutors as Writing Center Researchers.” International Writing Centers Association Annual Conference, Chicago, IL, Nov. 2017.

“Running the Course of Dissent: A Dialogue on Pedagogy, Politics, and Ethics.” American Studies Association Annual Conference. Chicago, IL, Nov. 2017.

“Spoken Word Poetry in English Education: Studies of Pre-Service and In-Service Teachers.” Conference on English Education Summer Conference, Columbus, OH, June 2017.

“Culturally Sustaining Pedagogy and the Common Interest.” Conference on English Education Summer Conference, Columbus, OH, June 2017.

“Share Your Work: Cultivating Communities of Labor and Care with After-Class Groups.” Conference on College Composition and Communications Annual Convention, Portland, OR, March 2017.

“From *Ars Poetica* to Our Poetics: Teaching Spoken Word as English Education Praxis.” National Council of Teachers of English Annual Convention, Atlanta, GA, Nov. 2016.

“‘Education of a certain kind’: John Dewey, Environmental Education, and the Rhetoric of Climate Crisis.” National Council of Teachers of English Annual Convention, Atlanta, GA, Nov. 2016.

“Through Choice of Action: (Re)Visionary Pragmatism for the Age of Accountability.” Panel presentation. American Educational Studies Association Annual Conference (Philosophy of Education Reviewer’s Choice), Seattle, WA, Nov. 2016.

“Students Resisting the edTPA: How Future Teachers Are Supporting Diverse Democracies.” American Educational Research Association Annual Meeting, Washington, DC, April 2016.

“Engaging the Demos: Power-Sharing Methods for Democratizing Freshman Composition.” Writing on the Edge Annual Conference, College of DuPage, Glen Ellyn, IL, Sept. 2015.

“*Brown v. Board of Education*: A Critical Discussion.” Paper presentation. North Carolina Council for the Social Studies Annual Conference, Greensboro, NC, March 2011.

***Invited and local presentations:***

“One Book, One University: *What the Eyes Don’t See* Across the Curriculum.” Faculty panel discussion, Purdue University Northwest, Nov. 2021.

“(Eco)Composition for the Anthropocene: Writing Pedagogies for a Post-Sustainability Planet.” Humanities for the Anthropocene: Online Research Incubator Workshop. University of Puget Sound and University of Victoria, Virtual, July 2021.

“Writing Environments: Challenges for Eco-Composition and Sustainability.” Sustainable PNW Earth Week Faculty Presentations, Purdue University Northwest, April 2021.

“*Ad populum, ad verecundiam*: Documentary Rhetoric and *An Inconvenient Truth*.” Virtual presentation with Rachel Rock (undergraduate student). Days of Discovery, Purdue University Northwest, Virtual, April 2021.

“Teaching English Teachers in the Anthropocene.” Presentation for English Department ‘Currents,’ A Faculty Speaking Series, Purdue University Northwest, Dec. 2020.

“Ivan Illich and the Rhetoric of Deschooling.” Presentation for The Khôra, RSA Student Chapter, University of Illinois at Chicago, Nov. 2019.

“Roundtable on Academic Publishing.” Panel presentation for UIC Department of English Colloquium, University of Illinois at Chicago, Oct. 2019.

“Deschooling and Disability: A Conversation.” Presentation for UIC English 557 (Graduate course), University of Illinois at Chicago, Oct. 2018.

“Lesson Planning and Course Design in First-Year Writing.” Presentation for UIC English 555 (Graduate course), University of Illinois at Chicago, Sept. 2019.

“Anarchism and Education: Theory and Research.” Presentation for UIC English 557 (Graduate course), University of Illinois at Chicago, Nov. 2018.

“Reflective Writing at UIC: Exploring Theory and Practice.” Keynote co-presentation. UIC First-Year Writing Program professional development conference, University of Illinois at Chicago, Aug. 2018.

“Developing Reflective, Multigenre Portfolios with First-Year Writing Students.” Panel presentation. UIC First-Year Writing Program professional development conference, University of Illinois at Chicago, Aug. 2017.

“Bridging the Gap Between High School and College Writing.” Panel presentation. UIC First-Year Writing TeachWrite professional development series, University of Illinois at Chicago, April 2016.

“Rethinking Group Work in the Composition Classroom.” Roundtable session. UIC First-Year Writing TeachWrite professional development series, University of Illinois at Chicago, Oct. 2015.

“Teaching Along the Edge: K-12 Teachers Transforming Classrooms and Schools.” Invited paper presentation. UNC Graduate School of Education’s “Education for a New Era Symposium,” University of North Carolina at Chapel Hill, Oct. 2013.

“When Those Who Know Speak: Encouraging Teacher Voices in Education Policy Reform.” Invited roundtable session at *The High School Journal* Annual Conference, Chapel Hill, NC, Jan. 2011.

## **OTHER SCHOLARLY PARTICIPATION**

Participant, Humanities for the Anthropocene: Online Research Incubator Workshop. University of Puget Sound and University of Victoria, Virtual, July 2021.

Participant, *WLN: A Journal of Writing Center Scholarship* Virtual Writing Bootcamp. June-July 2021.

Participant, Documentary Film: Ethics and Representation workshop. Rhetoric Society of America’s 9th Biannual Summer Institute, Virtual, June 2021.

Attendee, American Educational Research Association Annual Convention. Chicago, IL, April 2016.

Attendee, Chicago Ethnography Conference. Chicago, February 2016.

Attendee, National Council of Teachers of English Annual Convention. Minneapolis, MN. Nov. 2015.

## **SERVICE**

### ***To the profession:***

2020-present	Invited Journal Manuscript Reviewer, <i>Environmental Humanities</i>
2019-present	External Review Board Member, <i>Journal of Language and Literacy Education</i>
2019-present	Journal Manuscript Reviewer, <i>International Journal of Illich Studies</i>
2019-present	Conference Submissions Reviewer, AERA Environmental Education SIG
2019-present	Conference Submissions Reviewer, AERA Ivan Illich SIG
2018-present	Founder and Co-chair, ELATE Commission on Climate Change and the Environment in English Education
2017-present	Journal Manuscript Reviewer, <i>English Education</i>
2019-2020	Journal Manuscript Reviewer, <i>Midwestern Educational Researcher</i>
2017-2019	Newsletter Co-editor, ELATE Graduate Strand Leadership Council

### ***To the university:***

Fall 2021	Comprehensive Exams Committee Member for Brittany Rabatine (MA student, English)
2020-present	Assistant Site Director, Northwest Indiana Writing Project, PNW
2020-present	Coordinator, Supplemental Instruction Leaders program for First Year Writing, Department of English and World Languages, PNW

- 2020-present Assistant Director and English faculty representative, One Book One University Committee, PNW
- 2020-present Member, Graduate Committee, Department of English and World Languages, PNW
- 2020-present Member, Writing Concentration Curriculum Committee, Department of English and World Languages, PNW
- 2020-present Member and English faculty representative, Secondary Education Committee, College of Humanities, Education, and Social Sciences, PNW

***To the community:***

- 2021-present Member, Hoosier Environmental Council (Indianapolis, IN)
- 2020-present Volunteer film reviewer, One Earth Film Festival (Oak Park, IL)
- 2020-present Member, Southeast Environmental Task Force (Chicago, IL)
- 2020-present Member, Sierra Club - Illinois Chapter (Chicago, IL)
- 2016-2020 Volunteer, Eco-Educators program, UIC Office of Sustainability (Chicago, IL)

**PROFESSIONAL MEMBERSHIPS**

- American Association of University Professors (AAUP)
- American Educational Research Association (AERA)
  - Division K - Teaching and Teacher Education*
  - Environmental Education SIG*
  - Ivan Illich SIG*
- Assembly for Expanded Perspectives on Learning (AEPL)
- Conference on College Composition and Communication (CCCC)
  - English Education and Composition SIG*
  - Environmental Rhetoric and Advocacy SIG*
- English Language Arts Teacher Educators (ELATE)
  - Commission on Climate Change and the Environment in English Education*
  - Commission on Writing Teaching*
- International Writing Centers Association (IWCA)
- National Council of Teachers of English (NCTE)
- Rhetoric Society of America (RSA)