

# JENNIFER SUMMIT

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## EDUCATION

Johns Hopkins University, Ph.D., English, 1995  
Johns Hopkins University, MA, English, 1992  
Vassar College, B.A. English Major, 1987  
University College, London, year-long study abroad, 1985-86

## ACADEMIC POSITIONS

Interim Provost and Vice President of Academic Affairs, San Francisco State University, 2016-present  
Dean of Undergraduate Education and Academic Planning, San Francisco State University, 2014-2016  
Professor of English, Stanford University, 2008-2014  
Associate Professor of English, with tenure, Stanford University, 2001-08  
Assistant Professor of English, Stanford University, 1995-2001

## ADMINISTRATIVE EXPERIENCE

Interim Provost and Vice President of Academic Affairs, San Francisco State University, 2016-present

### **Responsibilities:**

Overseeing the Division of Academic Affairs, which comprises six colleges (offering more than 75 schools and departments), multiple academic support units, and the university library; formulating and implementing academic plans, policies, and priorities and allocating resources to support them; providing leadership in achieving highest standards in teaching, scholarship, creative activities, and service.

Dean of Undergraduate Education and Academic Planning, San Francisco State University, 2014-2016

### **Responsibilities:**

Created and led the Division of Undergraduate Studies, which comprises the University Advising Center and Tutoring Centers, General Education, Writing Across the Curriculum, Articulation, Assessment, University Accreditation, Program Review, and Curriculum Development.

Director of Integrated Learning, Stanford, 2013-2014

### **Responsibilities:**

Coordinated and oversaw the university's new clustered courses and learning communities (the Helix program); worked with departments and programs to develop integrative capstones for majors; outreach to faculty, departments, and programs to generate support for and participation in undergraduate learning communities.

Chair, Committee for the Review of the Undergraduate Major, Stanford, 2013-present

**Responsibilities:**

Led university-wide committee that oversaw review process for all undergraduate interdisciplinary degree programs and formulated policies and standards for departmental and interdisciplinary honors programs.

Chair, University Writing and Oral Communication Requirements Revision, Stanford, 2010-12

**Responsibilities:**

Led university-wide committee that revised Stanford's writing requirements by analyzing existing requirements and reviewing effective writing programs on other campuses; drafted recommendations, drawing on committee discussions and input; guided recommendations through approval process in Stanford's General Education committee, Committee for Undergraduate Standards and Practices, and Academic Senate.

**Key Achievements:**

Created conditions for committee's successful collaboration and secured approval for recommendations at every level; as a result of our recommendations, the Hume Writing Center has been expanded and moved, and the Program in Writing and Rhetoric has hired new writing faculty in targeted fields to strengthen writing across the disciplines.

Chair, Department of English, Stanford, 2008-11

**Responsibilities:**

Led a top-ranked department of 36 FTE faculty, 6 department staff, 11 department officers, and 8 standing committees; initiated, supervised, negotiated, and completed all personnel activity, including faculty hiring, recruitment, retention and promotion; maintained regular communication with department's alumni and donors; represented the department and university through public speeches at internal and external events.

**Key Achievements:**

Initiated, led, and implemented full revision of department's undergraduate curriculum and major; raised endowment from private donors to create new internship program.

Co-Founder and Co-Director, Stanford Center for Medieval and Early Modern Studies, 2007-10

**Responsibilities:**

Created guidelines and policy for new interdisciplinary center; managed budget; sponsored events and activities of interest to faculty and graduate students in relevant disciplines; collaborated with other Stanford organizations (including Stanford Humanities Center, Stanford University Libraries, and numerous departments) to raise funds and cosponsor conferences and workshops.

**Key Achievements:**

Initiated campus-wide collaboration with 60+ affiliated colleagues and secured administrative support to form vibrant interdisciplinary community; in collaboration with co-founder Paula Findlen (History) and in consultation with CMEMS board, drafted mission statement and created website; won grant from Stanford Humanities Center to produce ongoing graduate workshop; wrote successful proposal to the President's Fund for Innovation in the Humanities for seed money that created CMEMS; generated enthusiasm across campus for a center that continues to thrive and grow.

Director, Medieval Studies Program, Stanford University, 2006-08**Responsibilities:**

Led interdisciplinary program and coordinated 30 affiliated faculty; solicited and aggregated relevant course offerings; chaired regular meetings of affiliated faculty and committee in charge; managed budget; sponsored events and hosted visitors; advised Medieval Studies majors and minors.

**Key Achievements:**

Led effort to revitalize one of Stanford's longest-running interdisciplinary programs; secured grant to design interdisciplinary, team-taught core course for undergraduate major and minor, "The Crusades in Interdisciplinary Perspective"; redesigned Program website; founded "Medieval Matters" public outreach lecture series, in partnership with Stanford Continuing Studies, for community and local teachers (still running).

Director, Honors Program, English Department, Stanford University, 2005-07**Responsibilities:**

Solicited nominations and reviewed applications for English Department's Honors Program; oversaw selection process for honors students; supervised honors students by consulting with them on capstone projects, leading cohort through summer Honors College, teaching honors seminar, and reviewing honors theses for university prizes.

**Key Achievements:**

Initiated full revision of honors requirements and application process; created annual Honors conference; increased faculty participation and advising in Honors Program.

**LEADERSHIP DEVELOPMENT**A.C.E. Fellow (American Council on Education), San José State University, 2012-13

Full-year placement at San José State University with mentors President Mohammad Qayoumi and Provost Ellen Junn.

- focused year's research and visits on undergraduate education and curricular innovation for student learning, engagement and success in diverse communities
- chaired SJSU Task Force on Student Engagement to analyze institutional research on student engagement and success and increase high-impact practices (HIPs)
- created and launched "Preparing Future Professors," a mentorship exchange between Stanford graduate students and SJSU faculty focused on undergraduate teaching
- analyzed and recommended best practices in the administration of undergraduate learning communities, student internships, and outcomes-based teaching and learning
- researched and visited campuses with innovative undergraduate curricula, strong interdisciplinary programs, and successful student learning initiatives (including Alverno College, Arizona State University, Berea College, Cascadia Community College, Duke University, Portland State University, and University of Washington, Bothell).

Academy for College Excellence, Experiential Learning Institute, De Anza College (2013)

- participated in community college institute on facilitating experiential learning
- emphasis on innovative pedagogy and effective support for vulnerable students

SCUP (Society for College and University Planning), Integrated Planning Institute (2012)

- participated in institute focused on best practices in integrated strategic planning
- emphasis on institutional analysis, planning strategy, communication, and assessment

Voice and Influence Program, Clayman Institute for Gender Research, Stanford, 2012-13

- selected to join year-long program developing women as campus leaders
- in-depth topics included conflict management, difficult conversations, negotiation

Stanford Leadership Institute, Stanford Business School, 2009-10

- selected as one of two faculty members to join year-long campus leadership program
- in-depth topics included strategic management, team performance, leading change

Associated Departments of English (ADE), Summer Chairs' Seminar, 2008-11

- participated in annual seminar for department chairs to develop skills and knowledge
- hosted 2011 seminar at Stanford and helped develop program, which included topics such as undergraduate literacy, student learning and assessment of learning outcomes

## **CONSULTING AND TRAINING EXPERIENCE**

### ***Course Design and Effective Teaching***

Stanford University, "Course Design Boot Camp," September 2013

- co-led workshop for new Assistant Professors on course design and teaching (with Sheri Sheppard, Mechanical Engineering, and Center for Teaching and Learning leaders), with regular follow-up meetings and communications
- topics included making course content decisions, teaching effectively, creating assignments that solidify learning, defining and assessing learning outcomes

Stanford University, "Teaching for Learning," February 2012

- led seminar as part of CTL series, Award-Winning Teachers on Teaching <http://www.youtube.com/watch?v=G8wNyqPUYtU&feature=youtu.be>
- topics included developing learning outcomes, using research on student learning

### ***Curriculum Design to Optimize Student Learning and Engagement (selected)***

Stanford University, Faculty Fellow, Center for Teaching and Learning, 2011-2014

- advise academic departments undertaking program review and curriculum revision (History, Religious Studies, Division of Literatures, Languages and Cultures)

University of Alberta, January 2013

- led discussions with students, faculty groups and administrators on redesign of BA
- spoke on "Curriculum Reform from the Ground Up," <http://vimeo.com/58669555>

Western Washington University, February 2013

- consulted with stakeholders and advised Committee on Undergraduate Education about General Education redesign process and goals

## **SELECTED UNIVERSITY EXPERIENCE**

***Advising***

- Planning team member and pilot faculty, Freshman Reflections (2011-12) (helped plan, design, and lead new first-year advising program focused on supporting students' non-cognitive and affective development)
- Advisor to Community College Transfer Students, Stanford University (2006-07)
- Advisor to incoming freshmen, English majors, and honors students (1995-present)

***Budget and Personnel***

- University Appointments and Promotions Committee, School of Humanities and Sciences (2008-11)
- Budget Advisory Committee to the Dean of Humanities and Sciences (2009-11)

***Civic engagement***

- Advisory Committee, High School Program Design Project, Haas Center for Public Service (2013-present)
- Faculty Steering Committee, Haas Center for Public Service (2012-14)

***General education***

- Study of Undergraduate Education at Stanford, to revise General Education (2010-12)
- Program in Writing and Rhetoric Review Board (2010-12)
- Introduction to the Humanities (General Education) Governance Board (2005-07)

***Undergraduate education***

- Undergraduate Advisory Council to the Vice Provost for Undergraduate Education (2011-13)
- Committee on Undergraduate Standards and Procedures (2005-6, 2008-09)

**PUBLICATIONS AND MAJOR PRESENTATIONS*****Publications about the Profession***

Richard Reis, Amy Strage, Jennifer Summit, "Preparing Future Professors: A Cross-Institutional Mentoring Program," *Change: The Magazine of Higher Learning*, 46:4 (2014): 46-51.

"Global Citizenship Demands New Approaches to Teaching and Learning: AASCU's Global Challenges Initiative," *Change: The Magazine of Higher Learning* 45:6 (2014): 51-57.

"The Humanities Aren't As Dead As You Think," *Zócalo Public Square* (August 19, 2013) <http://www.zocalopublicsquare.org/2013/08/19/the-humanities-arent-as-dead-as-you-think/ideas/nexus>

"Renaissance Humanism and the Future of the Humanities," *Literature Compass* 9 (2012): 665-678: <http://onlinelibrary.wiley.com/doi/10.1111/j.1741-4113.2012.00921.x/abstract>

"Literary History and the Curriculum: How, What, and Why," *Profession* (2010): 141-150, reprinted from the *ADE Bulletin* 149 (2010)

***Invited Presentations about the Profession***

Plenary speaker, "Tomorrow's Professoriate," CGS (Council of Graduate Schools) Annual Meeting, San Diego, December 2013

Plenary speaker, "MOOCs and the Humanities," ACLS (American Council of Learned Societies) Annual Meeting, Baltimore, May 2013

"Beyond Useless: the New Humanities," invited talk, University of Manitoba, March 2013

"The Study of Literature and the English Major at Stanford," invited talk, "What Works and What Matters in Student Learning," Teagle Foundation Convening, NYC, June 2012

"Literature, Literacy, and Undergraduate Education," invited talk, President's Panel, Annual Convention of the Modern Language Association (MLA), Philadelphia, December 2009

"The Life of the Mind at the Dawn of the Disciplines," invited talk, Yale University, March 2009

***Academic Publications: Books***

Action vs. Contemplation: Why an Ancient Debate Still Matters, co-authored with Blakey Vermeule (Stanford) (under contract for completion in 2016, University of Chicago Press)

Memory's Library: Medieval Books in Early Modern England (Chicago: University of Chicago Press, 2008; paperback edition, 2011); *reviewed in Speculum, Studies in the Age of Chaucer, Times Literary Supplement, Renaissance Quarterly, American Historical Review, Review of English Studies, and others*

Lost Property: The Woman Writer and English Literary History, 1380-1589 (Chicago: University of Chicago Press, 2000)

***Academic Publications: Editing***

Co-editor, with Caroline Bicks (Boston College), History of Women's Writing: volume 2: 1500-1610 (Basingstoke, Hants: Palgrave Macmillan: 2010; paperback edition, 2013)

Co-editor, with David Wallace (University of Pennsylvania), "Medieval/ Renaissance: After Periodization," Special Issue, Journal of Medieval and Early Modern Studies 37 (2007): 447-646.

***Academic Publications: Articles (selected)***

"'Bequeathed Care': Rethinking Spenser's Contemplation," Spenser Review 41 (2011): 1-10. <http://www.spenserreview.org/index.php/spenserreview/article/view/42>

"Active and Contemplative Lives," in Cultural Reformations: from Lollardy to the English Civil War, edited by Brian Cummings and James Simpson (Oxford: Oxford University Press: 2010)

"From Anchorhold to Lady's Closet: Julian of Norwich in 1670," in The Legacy of Julian of Norwich, ed. Sarah Salih and Denise Baker (New York: Palgrave/Macmillan: 2009)

“Leland’s Itinerary and the Remains of the Medieval Past,” in Reading the Medieval in Early Modern England, ed. Gordon McMullan and David Mathews (Cambridge: Cambridge University Press, 2007)

“‘Stable in Study’: Lydgate’s Fall of Princes and Duke Humphrey’s Library,” in John Lydgate: Poetry, Culture, and Lancastrian England, ed. James Simpson and Larry Scanlon (Notre Dame, IN: University of Notre Dame Press, 2006), 207-231.

“Writing Home: Hannah Wolley, the Oxinden Letters, and Household Epistolarity,” in Women, Property, and the Letters of the Law in Early Modern England, ed. Nancy E. Wright, Margaret W. Ferguson and A. R. Buck (Toronto: University of Toronto Press, 2004), 201-218.

“Monuments and Ruins: Spenser and the Problem of the English Library,” ELH (English Literary History), 70 (2003): 1-34.

“Women and Authorship,” in The Cambridge Companion to Medieval Women’s Writing, ed. Carolyn Dinshaw and David Wallace (Cambridge: Cambridge University Press, 2003), 91-108.

## **AWARDS AND FELLOWSHIPS**

### ***Teaching Awards and Honors***

Faculty Fellow, Stanford Center for Teaching and Learning, 2010-14  
 Eleanor Loring Ritch University Fellow in Undergraduate Education, 2008-14  
 Hoagland Family Award for Innovation in Undergraduate Teaching, 2007  
 Dean’s Award for Distinguished Teaching, Stanford University, 1998

### ***Major Grants***

Keck Foundation, for “Causeways: Structured Pre-Major Pathways for Lower-Division Students” (PI), 2016-present, \$500,000  
 Teagle Foundation, for “Faculty-led Curriculum Design in the Majors” (PI), 2014-present, \$280,000  
 Teagle Foundation, for “What is a Reader?” Research Project (Director, with team members from Stanford, UC Berkeley, UC Santa Cruz, Mills College), 2009-2013; \$75,000  
 President’s Fund for Innovations in the Humanities (with Paula Findlen), 2007-08: \$20,000  
 ACLS (American Council of Learned Societies), Burckhardt Fellowship for Recently Tenured Scholars, 2004-05  
 NEH (National Endowment for the Humanities), Full-Year Fellowship, 2002-03

### ***Academic Awards and Honors (selected)***

Collaborative Project Award (for The History of British Women’s Writing, 1500-1610), Society for the Study of Early Modern Women, 2011  
 John Ben Snow Book Prize (for Memory’s Library), North American Conference on British Studies, 2009  
 Roland H. Bainton Book Prize (for Memory’s Library), Sixteenth Century Studies and Conference, 2009  
 International Spenser Society, Isabel MacCaffrey Award (for best Spenser essay), 2005  
 Society for Medieval Feminist Scholarship, First Book Award, 2005  
 Modern Language Association First Book Award, Honorable Mention, 2001

Dean's Fellow in the Humanities, Stanford University, 1999-2000  
 Fellow, Stanford Humanities Center, 1998-1999

## TEACHING

### *Graduate Pedagogy*

"Teaching the Humanities: Lighting a Fire," and "How We Teach and Why: A Seminar on Pedagogy" (designed and taught with Pam Grossman, Stanford Graduate School of Education)

### *General Education*

"Reading is Changing" (for "Social Inquiry" General Education requirement)  
 "Action vs. Contemplation" (for "Ethical Inquiry" General Education requirement)  
 "A Life of Thought or Action: Debates in Literature and Philosophy" (for "Introduction to the Humanities" General Education requirement; designed with Blakey Vermeule, English)  
 "Writing and Critical Thinking: What is College For?" (first-year writing course)

### *Core Requirements in the Major*

English Department Core Sequence (designed and taught with Roland Greene, English);  
 "Crusades: Interdisciplinary Perspectives," core requirement for Medieval Studies Program (designed and taught with Philippe Buc, History Department, and Hester Gelber, Religious Studies Program); "Honors Seminar" and "Honors College" (required courses for English Honors students); "Masterpieces of English Literature, Medieval and Renaissance"

### *Representative Courses in Field*

Graduate: "Medieval Devotion," "Medieval Texts and Topics," "Chaucer," "Medieval Women Writers," "The Medieval Book," "The Reformation in English Literature," "Elizabethan Literature," "Women Writers: Materials and Research Methods"

Undergraduate: "Medieval Women: Faith, Love, and Learning" (lecture course), "Chaucer" (lecture course), "Women Writers of the Middle Ages" (seminar), "Elizabeth I and Elizabethan Literature" (seminar), "Medieval Literature of Courtly Love," (seminar), "Masterpieces of English Literature" (lecture course), "Shakespeare on Film" (lecture course)

## PROFESSIONAL SERVICE

### *Professional Leadership* (selected):

Selection Committee, Burckhardt Fellowship for Recently Tenured Scholars, ACLS (American Council of Learned Societies), 2014

Organizer and Host, Summer Chairs' Seminar, ADE (Association of Departments of English, Modern Language Association) Stanford University, June 2011

Chair, Selection Committee, Haskins Book Prize, Medieval Academy of America, 2013-14

Chair, Selection Committee, MLA William Riley Parker Prize, 2009-10

Executive Committee Member, International Spenser Society, 2005-07

*Book Manuscripts reviewed* for University of Chicago Press, University of Pennsylvania Press, Cambridge University Press, University of Minnesota Press, Notre Dame University Press, Yale University Press, Arizona Medieval and Renaissance Studies (Arizona State University).

*Professional Memberships*: American Association of Colleges and Universities (AAC&U); Society for College and University Planning (SCUP); American Council on Education (ACE);



EDUCAUSE; Modern Language Association (MLA); Associated Departments of English;  
Medieval Academy; Renaissance Society of America.