

Kristen A. Ruccio, Ph.D.

Director of First-Year Writing
Assistant Professor of English
Arkansas State University
2004 Edgewood St. (Home)
PO Box 1890 (Office)
Jonesboro, AR 724001
256-651-0184 (Cell)
kristenruccio@gmail.com
kruccio@astate.edu

EDUCATION

Georgia State University in Atlanta, GA

Ph.D. in English Rhetoric and Composition

Dissertation: *Integrating Disability Studies into the English Department* August 2019
Committee: Drs. Lynée Lewis Gaillet (chair), George Pullman,
and Elizabeth Sanders Lopez

University of Alabama in Huntsville, Huntsville AL

MA in English

Oral Defense: *Secret Gardens: Secrets as an Ecofeminist Technique* 2009
Committee: Drs. David Neff (chair), Laurel Bollinger, and Eric
Smith

University of Alabama in Huntsville, Huntsville AL

B.A. in Sociology and Philosophy

Areas of Concentration: Class Stratification and Feminist Philosophy 2006

AWARDS, GRANTS, AND NOMINATIONS

Assessment Mini-Grant, with Dr. Kerri Bennett	2022-2023
Co-PI National Science Foundation Grant 1801955	2020-2023
Outstanding Honor's Professor Nomination	2021
Outstanding Service to the University Nomination	2022
"You Made a Difference" Outstanding Advisor Nomination	2022
Best Reference Book of 2018 (for <i>Misogyny in American Culture</i>)	2019
WPA-GO Service Award	2018
Advanced Teaching Fellowship, Georgia State University	2017-2019

Graduate Teaching Assistantship, Georgia State University	2014-2017
SWCA Travel Grant	2015
Undergraduate of the Year in Sociology	2006
Undergraduate of the Year in Philosophy	2006

PUBLICATIONS

Review of *The Mama Chronicles*

Teresa Nicholas. *Arkansas Review: A Journal of Delta Studies*, forthcoming Spring 2024.

Review of *The Case for Cancel Culture: How This Democratic Tool Works to Liberate Us All*

Ernest Owens. *North Meridian Review* Fall 2023 (4.1): .

“Pivot or Anti-Anti-Ableism? What Teaching During the Pandemic Reveals” Chapter in *Anti-Ableist Composition: Writing Studies and Accessibility in “Unprecedented Times.”*

(Eds. Ada Hubrig and Psyche Z. Ready). WAC Clearinghouse, forthcoming October 2024.

“Inspiring Collegiality: A Roundtable on Intergenerational Mentoring.”

(with Lynée Lewis Gaillet, et al) *Peitho*, forthcoming Spring 2024.

First-Year Composition at Arkansas State University: Writing with the Pack.

(with Kerri Bennett). Great River Learning, 2023.

Pack Prints I & II (3rd and 4th editions)

(with Leslie Reed, et al). Fountainhead, 2019-2022.

Review of *Women’s Ways of Making*

Eds. Maureen Daly Goggin and Shirley K. Rose *Community Literacy Journal* 2022 (17.1), 123-129.

Composing in Four Acts: Readings for Writers.

(with Lynée Lewis Gaillet, Kristeen Cherney, and Nathan Wagner). Fountainhead, 2019.

“Intersectional Anger and Disability: A Way Forward.”

(with Dale Katherine Ireland). Statement representing the Disability Studies Standing Group of the College Communication and Composition Conference for the All-Conference Social Justice All-Convention, 2018.

"Education, Higher." *Misogyny in American Culture: Causes, Trends, Solutions.*

(Ruccio, Kristen, et. al.). Letizia Guglielmo, ed. ABC-CLIO, 2018.

“Watch This Space.... for Ableism.”

Guest Post, Georgia State University Rhetoric and Composition blog, 8 November 2018.

<http://sites.gsu.edu/rhetcomp/2017/11/08/watch-this-space-for-ableism-guest-post-by-kristen-ruccio/>

The GSU Guide to First-Year Writing, 4th, 5th, and 6th editions.

Production and Contributing Editor. Fountainhead P, 2015-2017.

Review of *Women’s Irony: Rewriting Feminist Rhetorical Histories*.

Tarez Samra Graban. *Rhetoric Review* 2017 (36.1), 108-109.

“Writing with World Englishes: The Complexities of Language Use.”

(with Sarah Kegley, Hae Sung Yang, and Mary Helen O’Connor) *The GSU Guide to First-Year Writing*, 5th, 6th, and 7th editions. Eds. Elizabeth Sanders Lopez, Angela Marie Christie, and Kristen A. Ruccio. Fountainhead P, 2016.

“[Heraclitus of Ephesus](http://8170.pbworks.com/w/page/88044946/Heraclitus%20of%20Ephesus)”

<http://8170.pbworks.com/w/page/88044946/Heraclitus%20of%20Ephesus>
8170 PB Works, 2015.

CONFERENCE PRESENTATIONS

“Rhetorics of Extinction: Conversations Surrounding the Changing Landscapes of the Ozarks.”

16th Annual Ozarks Symposium, September 2023 in West Plains, MO.

“Perspectives of Composition Administrators about Evolving Habits.”

Computers and Writing Annual Conference, June 2023. (Zoom presentation, with in-person panel).

“Administering and Teaching at an Onsite and Online FYW Program.”

Global Society for Online Literacy Education Conference, April 2023.

“Strategies for Hope: Teaching and Administering Practices for Survival.”

Conference on College Composition and Communication, April 2023 (Online Presentation).

“Creating an Inclusive Institutional Culture.”

Ark-AHEAD Virtual Spring Conference, April 2022.

“Roundtable: Programmatic Change.”

Southern Regional Composition Conference. April 2022.

“Access and Inclusivity During a Pandemic: Adapting Assignments for a Multiplicity of Deliveries.”

Global Society for Online Literacy Education Conference, April 2022.

“The Most Important Flex: Creating Inclusive Curricular Space During the Pandemic.”

Conference for College Composition and Communication, March 2022. (Zoom presentation).

“Activism Across Media: Texts that Push Back.”

Society for the Study of Southern Literature, May 2022. (Zoom Presentation).

“Teaching First-Year Writing—Access Fits All.”

College Composition and Communication Conference in Spokane, WA. April 2021. (Zoom Conference.)

“Other People’s Captions: Alienation of Black Deaf Viewers in *Blackish*.”

Pop Culture Association of the South Annual Conference, October 2022 (Zoom Conference).

“Complicating Ideas and Approaches to “Teaching the Controversy.””

College Composition and Communication Conference in Milwaukee, WI. March 2020. (The conference was cancelled due to the pandemic, but my presentation materials were uploaded to the CCCC’s presenter zone.)

“Performing Transactions as AntiRacist Assessment.”

College Composition and Communication Conference in Pittsburgh, PA. March 2019.

“Workshop in Accessible Instruction: Crippling Performance in the Writing Intensive Classroom.” College Composition and Communication Conference in Pittsburgh, PA as co-facilitator of a half-day workshop. March 2019.

“Crafting Community: A Yarn Crafts Workshop”

Cultural Rhetorics Biennial Conference in East Lansing, MI as co-facilitator of a pre-conference workshop with Elizabeth Topping, my mother, my grandmother, and Elizabeth’s mother. November 2018.

“Transforming Learning Outcomes from the Arborescent to the Rhizomatic”

College Composition and Communication Conference in Kansas City, MO. May 2018.

“Creating Bridges for Activism and Equality”

Writing Program Administrators Conference in Knoxville, TN. July 2017.

“The Case for Buddhist Rhetoric”

Cultural Rhetorics Biennial Conference in East Lansing, MI. October 2016.

“Ableist Rhetoric in Foundational Works of Rhetoric and Composition”

Rhetoric Society of America Biennial Conference in Atlanta, GA. May 2016.

“Death, Suffering, and Power: Persuasions of Marcus Aurelius and the 14th Dalai Lama”
Rhetoric Society of America Biennial Conference in Atlanta, GA. May 2016.

“Taking Action about Ableist Language in Composition Studies”
College Composition and Communication Conference in Houston, TX. April 2016.

“Seamless Inclusivity: Imagining Designs for Inclusive Writing Centers”
This was an interactive roundtable I co-facilitated with Dr. Mary Hocks.
Southeastern Writing Centers Association (SWCA) Conference in Columbus, GA. February 2016.

“Romantic Underpinnings: Using a Shared History of Romantic Ideology to Teach FYC”
South Atlantic MLA Conference in Raleigh, NC. November 2015.

“Facilitating Access, Enacting Democracy”
Collaborative symposium session presented at the WLU Literacies for All Summer
Institute in Decatur, GA. July 2015.

“Writing and Listening: The Experience of Seven Japanese Men in EH100”
Southeastern Writing Centers Association Georgia in Decatur,
GA. March 2016.

“The Living Haunt the Dead: Eruptions of Phantasm in *Our Mutual Friend*”
Precarious Subjects Graduate Conference, in Huntsville, AL May 2011.

TEACHING EXPERIENCE

Arkansas State University

Assistant Professor, English Department

2019-Present

Special Topics: Feminist Rhetorics: ENG 5463 and 4463
(Grad/Undergrad)

I developed this class entirely and it focused on the history of feminist rhetorics both in the Greco-Roman Canon and influences of feminist thought from Africa, South Asia, and Indigenous writers and scholars. We spent a third of the class on *Bad Feminist* by Roxanne Gay.

Preceptorship in Teaching Composition: ENG 6713

This is the companion course to ENG 6013 and focuses on teaching praxis for composition teachers. The students combine the theoretical framing into practical classroom applications. The course includes teaching demonstrations and syllabus development, as well as professionalization such as writing CFP abstracts, teaching

philosophies, and cover letters for PhD programs or job market applications.

Introduction to Digital Writing: ENG 3053

This summer offering focused on students learning to analyze forms of digital writing, accessible digital writing classes, and developing their own digital writing project.

Composition Theory: ENG 6013

This graduate-level seminar introduces foundational and contemporary readings and theories in Writing Studies. It is a required course for graduate teaching assistants.

Independent Studies: ENG 680 (Graduate MA) and 4463 (Senior)

I have offered our students several independent study courses. The topics for the undergraduates were Portfolio Writing for a student who has pursued a career in writing for an engineering firm. For graduate students, I have offered DEIB Rhetorics, Writing Disability (a creative writing project), and Gothic Literature.

Preceptorship and Internship in Writing Studies: ENG 4722 and 4711

I am the advisor for our 18-hour minor in Writing Studies, which includes overseeing and placing interns for the minor. I have developed with on-campus publications, as well as community organizations for our interns.

Honors Theses ENG 478 (Senior Level) and Masters Theses ENG 674

I am chair of an Honors Thesis currently and I have been second writer on a Rhetoric and Composition thesis and a Creative Writing Thesis. I have chaired two MA Rhetoric and Composition Theses.

ENG 4703 and 4703 Honors Persuasive Writing

I developed this course to maximize both a wide range of knowledge in persuasive rhetorics and so the students would develop strong praxis in persuasive writing. This class was entirely online the first time, so students used the discussion board, they wrote an Aristotelian Argument, a Rogerian Argument, a Kairotic Piece of Persuasion, a Report on Non-Western Rhetorics, an Embodied Argument, a Rhetorical Analysis, and a Final Project. They also responded to five readings and/or videos (the videos were done by other scholars of rhetoric.) The Honor's students earned their honor's points by proposing additional

projects or by expanding projects--but they had to write a persuasive proposal to have those ideas selected. From the course evaluations and the growth of the students' work over the semester, I think it worked well. The course was offered entirely in-person in Fall 2023 and the interaction of the students did help them develop sharp rhetorical skills. If the course were offered online-only again, I would prefer it to be a synchronous class, so that the students could interact with each other and the material.

ENG 3063: Writing for STEM

This class focuses on teaching audience awareness as a core writing and *ethos*-building value. The students begin with a sample writing, which simply asks them to describe their journey to becoming a scientist. They then move onto a more rigorous narrative assignment in which they chronicle specific influences on their development as a researcher—not only do they critically evaluate their own development—the process helps them identify mentors and potential advisors. They then undertake the main project, which is a research proposal, annotated bibliography, literature review, methods section, presentation, and final project (a paper, slideshow, or other multimodal artifact.) For smaller-stakes work, the students respond to *Braiding Sweetgrass* and weekly reflections on readings regarding topics of current relevance to STEM and the humanities research. This course development requires collaboration and working with members of the STEM faculty.

ENG 3046: Technical Writing

I developed a Technical Writing syllabus based on looking at job notices for technical writing jobs and polling my pool of friends who have worked or who are actively working as technical writers in order to serve the needs of our students. They will engage in four major projects during the semester: A research proposal, SEO Writing Report and Examples, a Feasibility Study, and an Instruction Manual. They'll put all of their materials into a portfolio--preferably a website--so they will have a solid set of writing examples for graduate study, job applications, or even scholarship applications.

ENG 3003: Advanced Composition

The course assignments are scaffolded in a way that students could choose to engage in a semester-long project or they could explore a variety of modes and topics. We began with an Annotated Bibliography of 5 sources; this led into the Literature Review project, which required 10 sources. After that, the students engaged in primary research for their Space, Place, and Time project (which could be ethnographic or archival), the Community Literacy Project (students interviewed members of a specific community about its literacy practices), and the course reflection. All of the projects support the learning outcome for the course. For the Spring and Fall 2020 semesters, I significantly revised the assignments so

that students could safely undertake them without risking Covid-19 exposure and I reworked the syllabus for online delivery.

ENG 1013: English Composition II

Since Spring 2020 was the last opportunity to teach outside the standard curriculum, I decided to teach my Primary Research Comp II course one more time. I describe it below as ENGL 1102, although I adapted the class considerably so that students could successfully navigate the primary research safely during the pandemic.

ENG 1003: English Composition I

I first taught within the pilot program at Arkansas State, although we have since moved the pilot curriculum to a standard curriculum. I modeled my assignments on the pilot program while keeping important elements of my own pedagogy. The students engaged in a Literacy Narrative, a Comparative Analysis, a Changing Genres/Changing Minds project, as well as doing formal reflections on each of these projects. The reflections fed into the Meta-Reflection at the end of the semester, which the students added as part of their final portfolios. A focus on primary research methods, as well as the choice to collaborate on their projects and present the work in the mode that best expressed the project all support the learning outcomes of the pilot curriculum. Additionally, I continued to use modified contract grading in these courses and I am pleased that the practice works well at A-State. For Summer I, I adapted the course for online delivery and the compressed time schedule.

Georgia State University

Graduate Teaching Assistant, English Department

2014-2019

ENGL 3100: Composition History, Theory, and Practice

Co-taught with Nathan Wanger. We developed the course curriculum with a significant balance of classical works of composition and the theoretical works, such as Foucault, Heidegger, Merleau-Ponty, that have informed the history of the discipline. The students began with a keyword analysis, took a midterm exam, developed a class lead (which included in-class activities), and then developed final projects that were tailored to their research interest and needs.

ENGL 3130: Business Writing

This scaffolded class focused on maximizing the students' own business interests, and in addition to developing expertise with various genres of business writing, the students also worked on their own positionality as an emergent member of a field they planned to enter. They began by analyzing a website of a business or graduate school they were interested in researching for future employment or enrollment application. They then did research involving a case study of an ethics

breach or issue in their field and proposed an intervention that could solve the problem or suggestion legislation that could prevent future occurrence of an ethics breach. They then developed a CV or resumé and the students engaged in peer review of each other's work. Finally, they developed a web presence for themselves as emergent members of a profession or graduate program. The students made the choice of whether to make their presence public or password-protected.

English 1102 (5 sections): Primary and Secondary Research and Writing

In this course, the students always chose their own topic, within a broadly-defined project area of primary research. Ethnography, community literacy, archival work, and persuasive rhetoric centered this course. Students engaged in primary research such as observation, interview, and archival research, while bolstering their findings with secondary research. The students chose the mode of delivery for each project and always had the option of collaborating on their projects.

English 1101 (5 sections): Writing Across Culture

This course focused on introducing students not only to academic writing, but also to the culture of the university. Many of Georgia State's students are Gen1 college students, so the introduction to university culture eased their transition. The students began with a reflective piece, wrote a literacy narrative, a media analysis, and I switched between an ethnography and an ideology identification and cultural effect project for the final project. In the latest iteration of this class, students chose their mode of delivery for projects and I introduced modified contract grading to the course.

English 1101 (1 section): Success Academy

Success Academy is a nationally-acclaimed retention initiative at Georgia State. I developed the curriculum for the ENGL 1101 and ENGL 1102 Success Academy courses, so I was pleased to be able to teach a section of the course. The students worked on the same assignments as any other ENGL 1102, but there was more in-class drafting, workshopping, and peer review involved.

Research Assistant, ENGL 8174, 20th and 21st Century Rhetorics: Feminist Rhetoric

I co-created the first assignment for the course, which was a research project on a variety of topics in the history of feminist rhetoric. I gave feedback to graduate students on that assignment, led class discussion for two partial sessions (the class was 3 hours long), and sat in for the first third of the semester, in addition to meeting with students to help with the assignment I helped design. I also consulted with Dr. Lynée Lewis Gaillet, the instructor of the course, about the syllabus, course schedule, and other aspects of the course.

Calhoun Community College

Adjunct Instructor, English 092, 093, 101, 102 and 261

2008-2014

I taught an array of classes at Calhoun, including Basic Writing I and II, First-Year Writing I and II, and British Literature I: Literature and Society. I taught a full adjunct load of 4 courses per term, including summer, from 2008-2010; in 2010, the adjunct load was dropped to 2 courses per term.

University of Alabama in Huntsville

Adjunct Instructor, English 101 and 102 (3 sections of each)

2009-2010

I was able to develop unique courses at UAH. The 101 courses were based on sociological, editorial, and other current-event-based readings. The 102 was literature-based at that time and I taught a variety of literary genres and short novels, such as Sherman Alexie's *Flight* and Mary Shelley's *Frankenstein*.

University of Alabama in Huntsville

Graduate Teaching Assistant

2006-2009

I taught sections of Intensive Writing Studio for English 100 and English 096 and helped develop course lessons for English 100 Intensive Writing Studios. I also served as an in-class teaching assistant for English 100 class sections.

ADMINISTRATIVE EXPERIENCE

Arkansas State University

Director of First-Year Writing

2022-Present

This position entails duties of a Writing Program Administrator, even though the title is "director." I oversee programmatic assessment, chair bi-weekly meetings and professional development trainings for the seven lecturers in composition, graduate teaching assistants, and adjunct lecturers 2-5, depending on enrollment), develop and maintain the standard curriculum for Composition I and II, oversee a digital literacy initiative (we are working with a 3 class pilot), which includes hiring digital tutors from our graphic design program who are embedded in the pilot sections, serve on and

develop writing program committees, and schedule and staff all the Composition I and II courses (it is the largest number of courses in the English, Philosophy, and World Languages department). I, along with Dr. Kerri Bennett, obtained a new book contract with Great River Learning and wrote the new in-house textbook, *First-Year Composition at Arkansas State University: Writing with the Pack*—although I took all the photographs myself for the text. I work with A-State Online, our online and international university, to develop Composition I and II courses and to staff their courses. My duties also include working with middle- and upper-administration on issues such as course caps, enrollment projections, and accreditation. I also assess transfer courses to evaluate their acceptability into A-State's General Education and Writing Studies courses.

Georgia State University

**Writing Across the Curriculum Writing Consultant for the
WomenLead program, BUSA 3400,
WomenLead in Business**

2018

I worked alongside the two directors of the [WomenLead program](#), Drs. Nancy Reeves Mansfield and Pam Scholder Ellen and Elizabeth Topping, another WAC consultant, in revising the course for Fall 2018, which included selecting readings, working on rubrics for major assignments, coordinating workshops, and providing writing support. I also graded and provided feedback for the students in Dr. Reeves Mansfield's course section. I created and co-facilitated two workshops for the students in WomenLead in Business. One was a workshop, coordinated with The Writing Studio @GSU involving creating resumes and LinkedIn profiles. The other was a Web Presence Seminar which covered having a positive online presence, website creation, and social media branding.

Georgia State University

Assistant Director, Lower-Division Studies in English

2015-2017

I was the Junior WPA during this time, alongside the Directors, Dr. Lynée Lewis Gaillet hired me, initially, but Dr. Elizabeth Sanders Lopez took over after Dr. Gaillet became chair, and Associate Director, Dr. Angela Christie; we served the 7000 students enrolled in Lower-Division (first- and second-year students) English courses. I served as primary for the processing of grade appeals, transfer credit applications, and CLEP exams. I worked as the Production and Contributing Editor for our in-house textbook, *The Guide to First-Year Writing* (4th-6th editions), which entailed managing committees of other graduate students, placing the artwork and student essays, as well as copyediting and working closely with the publisher, Fountainhead Press. I coordinated annual reviews for 100 graduate teaching assistants, which involved pulling their teaching evaluations, their annual review materials, and scheduling their meetings with the Director and Associate Director of Lower-Division Studies. I worked

with Fountainhead Press on matters relating to the publication of the *GSU Guide to First-Year Writing*. I maintained and created new content for lds.gsu.edu and guidetowriting.gsu.edu websites using WordPress, including curricular materials. I was the lead for training and meetings for GTAs and faculty, as well as the initial point of contact for incoming members of the GTA cohort, which included distributing welcome materials and contracts. I created and collated data from surveys relating to Lower-Division Studies using both Survey Monkey and Qualtrics. I handled confidential materials such as teaching evaluations and plagiarism reports, and fulfilled Associate Director's duties, in addition to my own, during summer of 2016 when Dr. Christie was on maternity leave.

Georgia State University

Tutor, Writing Studio

2014

I tutored both undergraduate and graduate students at the Studio, both in-person and as one of the tutors working in the then-piloted online tutoring program, WriteChat. Students brought in classwork, but I also helped students with graduate school materials, CVs, and job applications. The scholarly project I worked on as a tutor focused on creating an archive of materials from the Studio dating back to the 1970s. The archive is still in use.

University of Alabama in Huntsville

Graduate Research Assistant

2007-2008

I developed all the teaching materials for ENG 100W (Writing Studio). These materials were used by all the graduate teaching assistants in the program. I also created the WriteLab component of the course, which was consisted of online grammar instruction. I also served as an assistant to the four professors who taught ENGL 100.

GUEST LECTURES

"Reading *Frankenstein* with Disability Studies"

2020

English 6133: Methods of Literary Study, Arkansas State University

"Ethos-Mapping and Development as a Researcher"

2020

ENG 6613: Graduate Seminar (STEM Writing), Arkansas State University

"Indigenous Rhetorics as Critical Lens "

2020

English 4015: Cultural Rhetorics, Clayton State University

"(Dis)Ability"

2020

English 4015: Cultural Rhetorics, Clayton State University

“Ecofeminist Rhetorics as Dominance-Busting Activism” English 8174: Feminist Rhetorics, Georgia State University	2018
"Disability as Culture: Rhetorics of Resistance and Repression" Language, Rhetoric, and Writing 360, Kansas State University	2017
“Two Cultures in Opposition: Ableist and Disability Rights” Applied Linguistics 415: Communication Across Cultures, Georgia State University	2016
“Essay Organization and Topic Development” KH3000 Kinesthesiology class, Georgia State University	2014

INVITED SPEAKING ENGAGEMENTS

Arkansas State University

Implementing DEI-Focused Programmatic Change
A-State CETL 2023

Workshop on WordPress 2020
I will lead a workshop about the basics of WordPress blogs. Participants will learn how to set up their own blogs, as well as learning ways to tie them into their classroom pedagogy and practice, which I have developed through my own use of WordPress professionally and as a teacher.

Workshop on Creating Inclusive Classrooms 2019
On Wednesday, October 2, I led a workshop about creating inclusive classrooms. I approached the topic from a disability studies perspective. The participants engaged in a variety of activities (attached) and Dr. Chamberlain suggested I offer an inclusivity workshop every semester.

Georgia State University

“Introduction to Contract Grading” 2018
GTA Mentoring Session

“Creating Inclusive Classrooms” 2017
GTA Orientation

“Author Roundtable: Using the New Chapters in *The GSU Guide to First-Year Writing*” 2016
GTA Mentoring Session

“Teaching the Literacy Narrative across English 1101” GTA Mentoring Session	2016
“Using the DALN to Teach the Literacy Narrative in English 1101” GTA Mentoring Session	2015
“What is English 1101?” GTA Orientation	2015
“Primary Research: Writing about Contact Zones, Incongruities, and Communities” Collaborative mentoring session for GTAs	2015
“Using Freewriting as Community-Builder in FYC” GTA Mentoring Session	2015
“Practical Pedagogy for Engaging the Basic Writer” GTA Mentoring Session	2014
“The Feedback Dilemma” GTA Mentoring Session	2014

SERVICE

Local

Arkansas State University

Member, Delta Symposium Committee	2023-Present
Discussion Facilitator and Promotion of the Women and Gender Studies Community Book Club	2023-Present
University, Chair, Access and Accommodation Committee	2022-Present
Departmental Self-Study Committee	2022-Present
College of Liberal Arts and Communications, Chair, DEIB Committee	2022-Present
Writing Program, Innovations Committee	2022-Present
University, General Education Committee	2021-Present
Program Viability Committee	2020

Writing Program, National Day on Writing Committee	2020- Present
Writing Program, First-Year Colloquium Committee	2021-Present
Chair, Departmental Summer Masters Comprehensive Exams Committee	2020
Department, Curriculum Committee	2020-Present
Member, Spring Masters Comprehensive Exams Committee	(Served 6 times)
Student Research and Creativity Committee	2019-Present
College of Liberal Arts and Communications Recruitment and Retention Committee	2019-Present
Department Graduate Program Committee	2019-Present
Co-Chair Department Recruitment and Retention Committee	2019-Present
Composition Faculty Meetings and Reading Group The composition faculty meets biweekly to discuss innovations in pedagogy (we did several activities that we could share in our classrooms, as well as being introduced to Adobe Spark and Blackboard). I set the agenda, but the meetings involve discussions surrounding course development, the pilot program for curriculum development, digital literacy, DEIB initiatives, and other matters of pedagogical interest. We also read and discussed books related to composition pedagogy, theory, and practice.	2019-Present
Georgia State University	
Mentor for Internship Program, English Department	2018-2019
Admissions Ambassador for GSU English	2015-2018
Mentor for Lower-Division Studies' New GTA Mentoring Program	2017-2018
Secretary Rhetoric Society of America Georgia State University Chapter (elected position)	2017-2018

<i>The GSU-Guide to First-Year Writing Art Committee</i>	2017
<i>The GSU-Guide to First-Year Writing Essay Committee</i>	2017
Social Media Coordinator and New Voices Conference Officer	2015-2016
<i>The GSU-Guide to First-Year Writing Survey Committee</i>	2015-2016
First-Year Book Committee	2015
Georgia State University New Graduate Student Orientation	2015
Lower Division Studies Committee	2015
Regional	
Treasurer, Southern Regional Composition Conference	2021
Vice-President, Southern Regional Composition Conference	2022-Present
National	
Member, Social Justice at the Convention (SJAC) Committee Conference on College Composition and Communication	2019-2023
Chair, SJAC Creative Works Subcommittee	2023-2024
Member, SJAC Local Activist Subcommittee	2020
Co-Chair, SJAC Slam Poetry Event Subcommittee	2018-2021
Member, SJAC Cross-Caucus Panel and Event Subcommittee	2019-2020
Co-Chair, SJAC I'll Go with You Subcommittee	2018-2019
Co-Chair, SJAC Partnership with ACLU Subcommittee	2018-2019
Reviewer, Cultural Rhetorics Conference Proposals	2018
Discussion Facilitator Social Justice Action Committee All-Attendees Event College Composition and Communication Conference, Kansas City, MO	2018

Volunteer with the Digital Archive of Literacy Narratives (DALN)

2015-2019

2018 College Composition and Communications Conference Task Force on Social Justice and Activism

2017-2018

Member, Review Board

Journal of Multimodal Rhetorics

2017-Present

Journal of College Composition and Communication

2021-Present

Journal of Response to Writing

2021-Present

WPA-GO

Accessibility Task Force, Co-Chair

2017-2018

WPA-GO

AntiRacist Assessment Task Force, Co-Chair

2017-2018

WPA-GO

CWPA Mentoring Strands Committee, Chair

2016-2017

WPA-GO

Council Member (elected position)

2015-2018

WPA-GO

Member of CWPA Mentoring Strands Committee

2015-2016

PROFESSIONAL DEVELOPMENT

DEIB Metrics Training (Educational Advisory Board)

Fall 2023

CITI Human Ethics Courses

2022-2025

Website Training for Arkansas State University

September 2022

MAGNA Course on Trauma-Informed Teaching

Fall 2022

Helping English Majors Pivot from College to Career

Spring 2021

ACUE Certificate in Effective College Instruction

May 2021

PROFESSIONAL MEMBERSHIPS

Rhetoric Society of America

National Council of Teachers of English

Council of Writing Program Administrators

Coalition of Feminist Scholars in the History of Rhetoric and Composition

TECHNOLOGY

WordPress

SPSS
Qualtrics
SurveyMonkey
Adobe Suite
Lucid Press
Adobe Spark
Canva

LANGUAGES

English—native language
French—read and write with moderate proficiency, speak with low proficiency
Latin and Italian—read with basic competence

REFERENCES

Available upon request