

Dr. Bruce Bowles Jr.

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Department of Humanities
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Professional Appointments

Texas A&M University–Central Texas. Associate Professor of English and Director of the University Writing Center (UWC) (Sept. 2022-Present)

Texas A&M University–Central Texas. Assistant Professor of English and Director of the UWC (Sept. 2016-Aug. 2022)

Education

Ph. D. in English, The Florida State University (April 2016)

- Major Area: Rhetoric and Composition
- Minor Area: Writing Assessment
- Dissertation: *Taken Out of Context?: Examining the Influence of Context on Teachers' Written Responses to Student Writing*

M. A. in English, The University of North Carolina at Charlotte (May 2012)

B. A. in Literature, Stockton University (May 2005)

Research

Peer-Reviewed Publications:

“The ‘Ghost’ in the Tutorial: How Do Tutors and Students Engage with Faculty Feedback?” In *Praxis: A Writing Center Journal*, Vol. 18, No. 3 (2021)

“On Bullshit and the Necessity of Balance.” In *Composition Studies* (invited contribution to the Where We Are section), Vol. 48, No. 3 (2020)

“The Texts within the Context: Examining the Influence of Contextual Documents on Students’ Interpretations of Teachers’ Written Feedback.” In *Journal of Response to Writing*, Vol. 6, No. 1 (2020)

“Can We Really Call Bullshit?: Bullshit, Anti-Intellectualism, and the Need for Vulnerability in Rhetoric.” In *enculturation: A Journal of Rhetoric, Writing, and Culture*, Issue 31 (2020)

“Coffee’s for Closers!: The Pressures of Marketing a New Writing Center.” In *WLN: A Journal of Writing Center Scholarship*, Vol. 43, No. 7-8 (2019)

“Reflect, Select, Deflect: Proxies, ‘Numeric’ Screens, and the Dangers of Partial Vision.” In *Intrasppection: A Journal of Rhetoric, Culture, and Style*, Vol. 1, No. 1 (2018)

“The Five-Paragraph Theme Teaches ‘Beyond the Test.’” In *Bad Ideas About Writing*, edited by Cheryl E. Ball and Drew M. Loewe, West Virginia University Libraries Digital Publishing Institute (2017)

Conference Presentations:

“To Persuade or Not to Persuade? Determining Productive Forms of Rhetorical Engagement.” *2023 Civic Learning and Democratic Engagement Meeting*, Boston, MA (May 2023)

“Identification Before Persuasion: Placing Community Engagement First to Foster Collaboration and Trust.” *2022 Civic Learning and Democratic Engagement Meeting*, Minneapolis, MN (June 2022)

“‘The Action is on You!’: Examining When and Why to Engage—or not Engage—Rhetorically.” *Rhetoric Society of America Conference—The Charge for Change*, Baltimore, MD (May 2022)

“The Writing-Intensive Investigation: How Do Faculty View, Articulate, and Enact Writing-Intensive Courses?” (Materials Presented Digitally due to COVID-19) *Conference on College Composition and Communication—Considering Our Commonplaces*, Milwaukee, WI (March 2020)

“How RAD Do We Want to Be?: The Problems with Grades in Writing Center Assessment.” *National Conference on Peer Tutoring in Writing/International Writing Centers Association Conference—The Art of It All*, Columbus, OH (October 2019)

“The ‘Third Person’ in the Tutorial: Tutors' and Students' Performances Interpreting Faculty Commentary in Writing Center Consultations.” *Conference on College Composition and Communication—Performance-Rhetoric, Performance-Composition*, Pittsburgh, PA (March 2019)

“The Thin Line between Lying and Bullshit: Anti-Intellectualism and the Necessity of Intellectual Honesty.” *Association of Rhetoric and Writing Studies Annual Conference—Inventing Pathways and Possibilities: Enacting the Promise of Rhetoric and Writing Undergraduate Programs*, Austin, TX (October 2018)

“Full Disclosure: The Importance of Personal Connections for Marketing a New Writing Center.” *Annual International Writing Centers Association Conference—Tutor, Writer, Director, Spy*, Chicago, IL (November 2017)

“Racism In, Racism Out: Masking Racism in the Criminal Justice System Through ‘Objective’ Risk Assessment Tools.” *Conference on College Composition and Communication—Cultivating Capacity, Creating Change*, Portland, OR (March 2017)

“Taken Out of Context?: Examining the Influence of Context on Teachers’ Written Responses to Student Writing.” *Conference on College Composition and Communication—Writing Strategies for Action*, Houston, TX (April 2016)

“Working with Graduate Students: Different Clients, Different Practice?” *Annual International Writing Centers Association Conference—Writing Center (r)Evolution*s, Pittsburgh, PA (October 2015)

“Moneyball Writing Assessment.” *Conference on College Composition and Communication—Risk and Reward*, Tampa Bay, FL (March 2015)

“The Ethics of Assessing Multimodal Student Composition.” *Conference on College Composition and Communication—Open | Source(s), Access, Futures*, Indianapolis, IN (March 2014)

“Who is Inventing Whom?: Templates, Prescripts, and Agency.” *South Atlantic Modern Language Association Conference—Cultures, Contexts, Images, and Texts: Making Meaning in Print, Digital, and Networked Worlds*, Atlanta, GA (November 2013)

“Enabling Student Agency through Response.” *University of Florida Writing Program Conference—Classroom Matters: Pedagogy in Practice and Philosophy*, Gainesville, FL (February 2013)

“Evolving Explication: ‘Changing the Game’ of Criticism.” *North Carolina State Association of English Graduate Students 2012 Conference—So What? Exploring the Importance of Humanities Studies in the 21st Century*, Raleigh, NC (February 2012)

Editorial

Peer Reviewer for *WLN: A Journal of Writing Center Scholarship* (2019-Present)

- Provide feedback for manuscripts under consideration to both the author and journal editors
- Make recommendations as to whether a manuscript is publishable as is, publishable with minor revisions, publishable with significant revisions (revise and resubmit), or not suitable for publication

Peer Reviewer for *Intraspection: A Journal of Rhetoric, Culture, and Style* (2019-Present)

- Provide feedback for manuscripts under consideration to both the author and journal editors
- Make recommendations as to whether a manuscript should be accepted with no or minor revisions, accepted with major revisions, revised and resubmitted, or is unacceptable

Co-editor for the *Journal of Writing Assessment Reading List* (2014-2017)

- Identified potential publications for review
- Solicited reviewers to write reviews of major assessment publications
- Provided feedback and edited reviews for publication
- Published reviews to the *Journal of Writing Assessment Reading List*

Teaching

ENGL 5388/Writing Program Administration (Texas A&M University–Central Texas)

- Teach a graduate level independent study engaging students with the theory, scholarship, and practice of writing program administration
- Emphasize theory and research pertaining to writing program administration, writing centers, WAC/WID, etc. in relationship to the everyday labor of writing program administration to prepare students for future careers as writing program administrators
- Engage students with leading scholars and practitioners of writing program administration

ENGL 5382/Composition Assessment (Texas A&M University–Central Texas)

- Teach a graduate level course both synchronously and asynchronously online engaging students with the scholarship, theory, and methods of assessing writing
- Emphasize non-psychometric theories of validity and reliability; how to evaluate, critique, and design both classroom, program, and large-scale assessments; and using writing assessment to move beyond data collection and accountability to promote teaching and learning
- Employ a variety of online pedagogical methods including video lectures, discussion boards, activities, etc.

ENGL 5380/Composition Theory and Practice (Texas A&M University–Central Texas)

- Teach a graduate level course synchronously online (face-to-face for previous sections) introducing students to prominent contemporary composition pedagogies along with best practices in the field through exploration of the history, theory, and practice of teaching composition

- Emphasize the epistemological and ideological rationales behind various composition pedagogies, scholarly conversations and debates surrounding a host of composition pedagogy issues and practices, curricular and syllabus design, and developing a reflective teaching philosophy that is constantly open to revision

ENGL 5332/Visual Rhetoric (Texas A&M University–Central Texas)

- Teach a graduate level course both synchronously and asynchronously online that offers students the opportunity to engage with the scholarship and theory of visual rhetoric while learning how to analyze and use images rhetorically through various methodological frameworks
- Explore various theories of visual rhetoric as well as how visual rhetoric operates in a variety of different contexts
- Employ a variety of online pedagogical methods including video lectures, digital gallery walks, discussion boards, etc.

ENGL 5330/Studies in Rhetoric—Rhetoric and Composition in the Digital Age (Texas A&M University–Central Texas)

- Teach a graduate level course synchronously online that explores the multitude of ways in which rhetorical theory, composition, and composition pedagogy are shifting as a result of the Digital Age
- Engage students with a variety of readings as well as a variety of digital mediums and genres
- Emphasize how digital technologies are substantially altering the manner in which we persuade, compose, and teach composition in the 21st century

ENGL 5330/Studies in Rhetoric—Rhetoric in a Post-Truth World (Texas A&M University–Central Texas)

- Teach a graduate level course synchronously online engaging students in the conversations surrounding post-truth, especially as it relates to rhetoric and communication, as well as various disingenuous rhetorical tactics associated with post-truth (e.g., bullshit, propaganda, demagoguery, etc.)
- Emphasize an interdisciplinary approach that draws upon scholarship from fields such as communications, philosophy, political science, psychology, and sociology as well as rhetoric
- Explore the contentious relationship between rhetoric and truth along with emerging definitions of post-truth and theories regarding post-truth

ENGL 4390/Writing Center Pedagogy (Texas A&M University–Central Texas)

- Teach a tutor training course designed to equip students to work in the UWC
- Emphasize tutoring and feedback strategies, understanding the writing process, genre theory, and Writing in the Disciplines (WID)

- Guide students through an eight-week intensive practicum which includes live tutoring hours in the UWC

ENGL 4388/Writing about Popular Culture (Texas A&M University–Central Texas)

- Teach an upper-level composition course designed to enhance students' critical thinking abilities and composition proficiencies through engagement with popular culture texts and genres
- Emphasize critical analysis of popular culture texts, writing for a variety of audiences across a multitude of genres, the writing process, semiotic analysis, multimodal composition, and composing in digital mediums

ENGL 4313/Visual Rhetoric (Texas A&M University–Central Texas)

- Teach an upper-level blended course that teaches students how to analyze images through various methodological frameworks as well as use images in compositions for rhetorical purposes
- Explore and analyze a multitude of images through various scholarly lenses while also addressing key theoretical and scholarly topics pertaining to visual rhetoric
- Emphasize using critical tools in order to reach informed interpretations of visuals while focusing on how audience and context play a crucial role in how visuals are interpreted
- Employ a variety of online pedagogical methods including video lectures, digital gallery walks, discussion boards, etc.

ENGL 4311/History of Rhetoric (Texas A&M University–Central Texas)

- Teach an upper-level blended course (face-to-face in previous sections) exploring the history of rhetorical thought from classical Greece through the 21st century
- Emphasize how various epistemological influences shaped rhetorical theory during different time periods, key rhetorical terms and concepts throughout the history of rhetoric, how to apply rhetorical terms and concepts to critically analyze texts, and the manner in which rhetoric affects our interpretations and experiences of reality
- Employ a variety of online pedagogical methods including video lectures, discussion boards, etc.

ENGL 4310/ Rhetoric in Democracy (Texas A&M University–Central Texas)

- Teach an upper-level rhetoric course employing a service-learning approach (partnering with the Killeen Branch of the NAACP) exploring how rhetoric functions—and should function—in democracy
- Emphasize various rhetorical theories relating to democracy, key rhetorical terms and concepts in political rhetoric, issues of race and gender in political rhetoric, the influence of digital technologies on political rhetoric, and aspirations for more productive uses of political rhetoric
- Students produce projects to encourage various audiences in the Central Texas area to vote in coordination and collaboration with the Killeen Branch of the NAACP

ENGL 3330/Advanced Composition (Texas A&M University–Central Texas)

- Teach an upper-level blended (face-to-face in previous sections) composition class focusing on enhancing students' proficiency in academic writing
- Emphasize critical reading and thinking, rhetorical concepts/awareness, the writing process, academic argument, scholarly research, conventions for academic writing, and productive revision practices
- Employ a variety of online pedagogical methods including video lectures, discussion boards, etc.

ENGL 3309/Technical Writing and Document Design (Texas A&M University–Central Texas)

- Teach an upper-level composition class both face-to-face and asynchronously focusing on technical and professional writing employing a service-learning approach
- Emphasize professional writing practices, rhetorical concepts/awareness, conventions of professional writing genres, integrating multiple modalities, productive revision practices, and collaborating with non-profit organizations to produce high-quality professional texts

ENC 3021/Rhetoric (Florida State University)

- Taught a survey course on the history of rhetorical thought
- Emphasized argumentation strategies, epistemology, and the connection between rhetoric and our understanding of reality

ENC 1145/Writing about Sports and Society (Florida State University)

- Designed and taught the second course in a two-course FYC sequence as a special topics class focusing on sports and examining the influence of athletics on various societal issues (e.g., racism, labor issues, academic integrity, etc.)
- Emphasized academic research, genre awareness, multimodality, digital composing practices, and information literacy

ENC 1102/American Culture: The Popular, The Personal, The Political (Florida State University)

- Taught the second course in a two-course FYC sequence
- Emphasized academic writing and research techniques
- Class discussions, readings, assignments, etc., involved examining the influence of popular culture on both the individual and society

ENC 1101/Investigating Communities: How We See Ourselves and Others (Florida State University)

- Taught the first course in a two-course first-year composition sequence

- Emphasized expository writing, the writing process, audience awareness, and adapting to various genres
- Class discussions, readings, assignments, etc., involved examining the influence of the social and how language influences identity

ENG 1101/Writing and Inquiry in Academic Contexts I (University of North Carolina at Charlotte)

- Taught the first course in a two-course FYC sequence
- Took a *Writing about Writing* pedagogical approach
- Emphasized expository writing, the writing process, audience awareness, and adapting to various genres

Writing Center Tutor (University of North Carolina at Charlotte and Florida State University)

- Collaborated in one-to-one tutoring sessions with students working on a variety of different writing assignments
- Gained extensive experience working with L2 clients and graduate-level clients
- Conducted research and gave a presentation with two colleagues on grammar instruction in writing centers
- Conducted research and presented on working with graduate students in writing centers

Thesis Committees and Awards

Chair

Theodore Underhill, “Creating Effective Despair: Enthymematic Theory, Remediation, and Trauma Theory in *What Remains of Edith Finch*”: Successfully Defended April 5, 2023

Jakob Davis, “Video Essays, Academia, and Remediation: How YouTube Video Essayists Refashion Media and Scholarship”: Successfully Defended April 8, 2022

Chad Pettit, “(Re)Thinking Secondary Writing Instruction: Toward an Integrated Pedagogy”: Successfully Defended April 4, 2022 (Winner of the College of Arts and Sciences Dean’s Award for Best Thesis)

Felicia Juliano, “‘There’s Got to Be Something Else I Can Do!’ Confronting Perceptions, Assumptions, and Dangerous Ideals Regarding Writing Center Required Visits”: Successfully Defended March 28, 2022

Committee Member

Danea Dameron, “Unveiling the Severed Heads: How Women Writers of Disability Memoirs Come Out with Humor”: Successfully Defended July 19, 2022

Stacey Torres, “We're Fickle, Stupid Beings with Poor Memories and a Great Gift for Self-Destruction: An Analysis of René Girard’s Mimetic Theory Through a Close Reading of *The Hunger Games* as a Loose Adaptation of *Julius Caesar*”: Successfully Defended April 12, 2022

Major Teaching Awards and Honors

Distinguished Graduate Faculty (Texas A&M University–Central Texas)

- Awarded at the beginning of the 2023-2024 academic year
- Presented to tenured members of Texas A&M University–Central Texas who maintain a distinguished research portfolio and teaching record (as evidenced by annual evaluations, student evaluations, continued educational development, and documented innovations or improvements in instruction), demonstrate excellence in mentoring students, and maintain an exemplary service to the field and institution
- Received a \$3,000.00 stipend and medal of recognition

Curriculum Developed

ENGL 5380/ Composition Theory and Practice (Revision of Course Description and Title)

ENGL 5332: Visual Rhetoric (Developed from Conception)

ENGL 5330: Studies in Rhetoric—Rhetoric and Composition in the Digital Age (Developed as a Specific Section of ENGL 5330: Studies in Rhetoric)

ENGL 5330: Studies in Rhetoric—Rhetoric in a Post-Truth World (Developed as a Specific Section of ENGL 5330: Studies in Rhetoric)

ENGL 4315: Digital Rhetoric (Developed from Conception)

ENGL 4313: Visual Rhetoric (Revision of Course Description)

ENGL 4311: History of Rhetoric (Revision of Course Description)

ENGL 4310: Rhetoric in Democracy (Developed from Conception)

ENGL 3330: Advanced Composition (Revision of Course Description)

Administration

Director of the UWC, Texas A&M University–Central Texas
(September 2016-Present)

- Supervise staff, plan scheduling, and design and implement general principles and policies for running the UWC
- Recruit and train staff through an extensive pedagogical training class which includes an eight-week practicum
- Develop and implement various professional development opportunities for the staff of the UWC
- Promote and market the UWC using classroom visits as the primary marketing mechanism along with special events and print and digital marketing materials
- Assess various facets of the UWC's performance using a variety of quantitative and qualitative methods
- Compose extensive semester and end-of-the-year reports of approximately 30 pages narrating the performance of the UWC and analyzing assessment data (with 50-70 pages of appendices)
- Promote an active community engagement agenda that includes trips to the Texas Lions Camp, workshops at the Harker Heights Public Library, Children's Story Time at the Harker Heights Barnes & Noble, etc.
- Oversaw a 222.17% growth in consultations and a 374.23% growth in contact throughout my time as director
- Led the UWC to receive *Excellent* ratings on 88.65% of consultations and *Very Good* ratings on an additional 7.99% of surveys completed through WOnline

Service

First-Generation Faculty Mentorship Program (January 2023-Present)

- Initiated and led the development of a mentorship program for first-generation students run entirely by first-generation faculty
- Recruited first-generation faculty from across the institution to participate in the program
- Hosted events to solicit ideas from first-generation students about what types of mentorship opportunities would be most beneficial for them

Academic Master Plan Task Force, Texas A&M University–Central Texas (September 2022-May 2023)

- Served on a task force that is working on further developing the Academic Master Plan for Texas A&M University–Central Texas

- Assisted in expanding upon the initial draft of the academic master plan, developing the concepts behind the goals for the Academic Master , and defining key terms for the plan (e.g., student success, transformative learning environment, etc.)
- Provided expertise toward the development of assessment methods for the Academic Master Plan

New Student Programs Coordinator Search Committee, Texas A&M University–Central Texas (June 2022-July 2022)

- Reviewed approximately 20 curriculum vitae and cover letters to determine the best qualified candidates
- Offered opinion on the selection of the final candidate for the position of New Student Programs Coordinator

Assistant/Associate Professor of Humanities Search Committee, Texas A&M University–Central Texas (May 2022-June 2022)

- Reviewed over 20 curriculum vitae and cover letters to determine the best qualified candidates
- Conducted phone interviews with six promising candidates
- Assisted in hosting two campus visits for the finalists for the Assistant/Associate Professor of Humanities position
- Deliberated on the final candidate for the position of Assistant/Associate Professor of Humanities

M.A. in English Assessment Coordinator, Texas A&M University–Central Texas (April 2022-Present)

- Designed the first assessment process for the M.A. in English program
- Drafted a new calendar for yearly assessment activities
- Focus yearly assessment efforts on one of the three programmatic outcomes a year
- Create and refine rubrics for each of the three outcomes
- Collect and analyze assessment data
- Compose yearly assessment report for the program

Student Success Task Force, Texas A&M University–Central Texas (September 2021-Present)

- Serve on a committee to improve retention and create a retention plan for Texas A&M University–Central Texas
- Lead the Academic Support and Career Development subcommittee which focuses on developing surveys and questionnaires for both students and those leading support services in order to make strategic recommendations for improvements to policies and procedures in these areas

Ad-Hoc Faculty Senate Committee on Electronic Tenure Portfolios, Texas A&M University–Central Texas (November 2020-April 2021)

- Served on an ad-hoc committee to assess various options for electronic tenure portfolios
- Researched the manner in which electronic tenure portfolios were implemented at multiple institutions
- Proposed—and had accepted—a process for using Canvas for electronic tenure portfolios starting in the Fall 2023 semester

American Democracy Project Steering Committee, Texas A&M University–Central Texas (September 2020-Present)

- Serve on a committee to determine the course of the American Democracy Project initiative for Texas A&M University–Central Texas
- Determine the best methods for preparing the next generation of informed and engaged citizens
- Emphasize the civic ethos of the university along with the integration of civic inquiry and the curriculum
- Support the Collaboratory initiative at Texas A&M University–Central Texas
- Assist in voter registration events across campus
- Developed a reflective prompt for the Community and Civic Engagement Stole for graduation

B.A. in English Assessment Coordinator, Texas A&M University–Central Texas (January 2020-Present)

- Redesigned the assessment process for the B.A. in English program, altering the structure toward an emphasis on norming while making rating asynchronous
- Drafted a new calendar for yearly assessment activities
- Focus yearly assessment efforts on one of the three programmatic outcomes a year
- Created and continually refine rubrics for each of the three outcomes
- Collect and analyze assessment data
- Compose yearly assessment report for the program

B.A. in English Program Review, Texas A&M University–Central Texas (September 2019-April 2020)

- Collected and synthesized information and material in regard to the B.A. in English program at Texas A&M University–Central Texas
- Co-authored with Dr. Amber Dunai a 42 page program review (including appendices) detailing various facets of the B.A. in English program
- Co-authored with Dr. Amber Dunai a written response to the external evaluation provided by Dr. Stephen Spencer of Athens State University in which we detailed how the B.A. in English program would implement Dr. Spencer's feedback

Service-Learning Advisory Board, Texas A&M University–Central Texas (December 2019-Present)

- Review applications for service-learning designations from a variety of faculty across campus
- Provide feedback, along with other faculty and community partners, on service-learning courses
- Advise on growing and improving service-learning offerings across campus

Assistant Professor of English Search Committee, Texas A&M University–Central Texas (May 2019-June 2019)

- Reviewed over 60 curriculum vitae and cover letters to determine the best qualified candidates
- Conducted phone interviews with 10 promising candidates
- Assisted in hosting two campus visits for the finalists for the Assistant Professor of English position
- Deliberated on the final candidate for the position of Assistant Professor of English

Faculty Writing Advocates Program Leader, Texas A&M University–Central Texas (January 2019-Present)

- Run the Faculty Writing Advocates program
- Recruit 3-5 faculty members per year to participate in the program
- Design the training sessions, including selecting readings and activities to complete beforehand along with discussion questions to begin conversations
- Facilitate in-depth writing instruction discussion and training over the course of six meetings throughout the calendar year

Service-Learning Fellowship, Texas A&M University–Central Texas (September 2018-May 2019)

- Awarded the Service-Learning Fellowship at Texas A&M University–Central Texas through a competitive application process
- Engaged in extensive reading, scholarship, and conversations pertaining to service-learning
- Revised and improved the syllabus for ENGL 3309: Technical Writing and Document Design to enhance the quality of the service-learning approach for the course
- Collaborated with community non-profit organizations to create deep-learning experiences for students that resulted in positive contributions and outcomes for the local community

Quality Enhancement Plan Implementation Committee (QEP), Texas A&M University–Central Texas (May 2018-May 2023)

- Served as a content expert and provided guidance on various facets of implementing the Texas A&M University–Central Texas QEP—*A Community of Writers*
- Led workshops on improving certain facets of writing instruction, including Writing Instructive courses and providing effective feedback
- Collaborated with various faculty to improve Writing in the Disciplines (WID)
- Oversaw tutor training in regard to writing in various disciplines as well as collaborations with faculty experts within the disciplines
- Assisted in the assessment of the QEP

QEP Development Task Force, Texas A&M University–Central Texas (September 2016-May 2018)

- Served as content expert and helped collaboratively develop the Texas A&M University–Central Texas QEP—*A Community of Writers*
- Played an integral role in drafting and revising “Section 3: Scholarly Foundations” and “Section 5: Assessment” of the QEP
- Presented, and defended, the QEP during the Southern Association of Colleges and Schools Commission on Colleges visit in April of 2018, resulting in approval of the Quality Enhancement Plan and no formal recommendations for Texas A&M University–Central Texas
- Received individual recognition from the QEP Lead Evaluator, Dr. Terry Myers-Zawacki
- Awarded a Certificate of Appreciation for work on the QEP Development Task Force from the President and Associate Provost of Texas A&M University–Central Texas

Assistant Administrator for the Reading Writing Center (RWC)—Johnston Ground Coordinator, Florida State University (May 2015-April 2016)

- Aided the Director of the RWC with administrative tasks, specifically in relation to the Johnston Ground location and the Graduate Writing Center
- Assisted with the training class for new tutors
- Led workshops for both new and current tutors on working with graduate students and working with student athletes
- Collaborated with the Director of the RWC on assessment projects

English Department Essay Placement Test (EDEPT), Florida State University (June 2013-June 2016)

- Served as a reader for the EDEPT, making placement recommendations for incoming students (2013-2016)
- Redesigned the EDEPT placement exam to be a hybrid between direct assessment and directed self-placement, enabling students to have more agency in their selection of classes while also receiving expert guidance from the English department (2014)

- Administered the EDEPT by proctoring the EDEPT timed writing assessment and directed self-placement survey, collecting materials, and organizing data (2014-2015)

First-Year Composition Teaching Mentor, Florida State University (August 2013-May 2014)

- Assisted a group of teaching assistants new to the Florida State University FYC program
- Held mentor meetings throughout the semester to discuss teaching issues, effective strategies, general program concerns, etc.
- Observed each of the members of the mentor group teaching and wrote an observation letter for their files

First-Year Composition Committee, Florida State University (August 2012-April 2016)

- Assisted with developing curricular materials for the new ENC 2135/Research, Genre, and Context course (2014-2015)
- Served as leader of a sub-committee tasked with reorganizing the McCrimmon Award essays (2013-2014)
- Conceptualized and designed a website (along with a sub-committee) for all Florida State University teaching assistants to upload and tag their teaching materials in a searchable database so that more communal sharing of teaching resources could be enabled (2013-2014)
- Served on the sub-committee responsible for revising *On Writing* (the FSU FYC textbook) for the 2014 edition (2012-2013)
- Assisted in composing the introductory materials for, and arranging, the chapter on critical thinking for the revised edition of *On Writing* (2012-2013)

English Graduate Student Association (EGSA) Graduate and Professional Student Government (GPSG) Senator, University of North Carolina at Charlotte (August 2011-August 2012)

- Made sure EGSA was in compliance with our charter
- Voiced any EGSA concerns in relation to GPSG
- Organized volunteer activities for the EGSA in conjunction with GPSG
- Voted on behalf of EGSA at GPSG meetings
- Played an integral role in revising and editing the GPSG by-laws after being nominated to the committee assigned this task by the GPSG President
- Nominated for Outstanding Graduate Student Organization by the GPSG President during my tenure as Senator
- Aided in planning the 12th Annual EGSA Conference "Language: It's Alive!"

Community Engagement

Lions Club Park Senior Center Oral History Event (Forthcoming October 2023)

- Will lead tutors from the UWC in working with senior citizens who wish to tell and record stories from their life
- Will be responsible for arranging the logistics for the event
- Will organize and arrange for transcriptions of the stories to be placed in the University Archives at Texas A&M University–Central Texas

Texas Lions Camp Visit and Volunteering (May 2023)

- Arranged for the logistics for the UWC tutors and another staff member to travel to Kerrville, TX, to work with the Texas Lions Camp
- Led the UWC tutors in working with children with various disabilities in various writing activities
- Collaborated with Art2Heart to help students create their own comic books reflecting their experiences at camp and/or favorite people, places, games, etc.
- Working to make the trip to the Texas Lions Camp a yearly event for the UWC

Children's Storytime at the Harker Heights Barnes & Noble (April 2023 Present)

- Lead Children's Storytime at the Harker Heights Barnes & Noble once or twice every year
- Read the story to the audience of children
- Help UWC tutors plan reading-related and writing-related activities for the children

Writing Workshops with the Harker Heights Public Library (October 2022-Present)

- Collaborate with the Harker Heights Public Library to host writing workshops for teenagers and children of various age groups (e.g., 7-12, 11-16, etc.)
- Lead UWC tutors in creating PowerPoint presentations, mini-lessons, and writing activities for the teenagers and children
- Planning to expand the program to include résumé and cover letter workshops for high school students and adults

National Voter Day Registration Drive (September 2022-Present)

- Assist Student Affairs in registering voters
- Lead UWC tutors in engaging with students across campus to encourage them to go to the registration tent

Warrior Civic Engagement Essay Contest (October 2021-April 2022)

- Collaborated with the University Library to organize an essay contest for local high school students to share their ideas for engagement within their community
- Solicited funding from All-American Chevrolet to provide the grant awards for 1st, 2nd, and 3rd place
- Composed and revised an essay prompt, rubric, etc. for the contest
- Assisted in the creation of marketing materials for the event
- Assessed student entries with other faculty/staff and awarded prizes

Volunteer for the Harker Heights Public Library (Spring 2018-Present)

- Designed a user-test for the Harker Heights Public Library so that the Director, Ms. Lisa Youngblood, could gain data and make recommendations for improvement
- Provided extensive feedback after user-testing RB Digital training services
- Composed a letter of recommendation for a grant application for the Harker Heights Public Library

Invited Talks/Formal Workshops

“Pedagogy—Hot Issue (ChatGPT).” (One of Several Speakers) *Texas A&M University—Central Texas Center for Faculty Engagement Hot Issue Series*, Killeen, TX (March 2023)

“‘The Action is on You!’: Examining When and Why to Engage—or not Engage—Rhetorically.” *Texas A&M University—Central Texas College of Arts and Sciences Faculty Spotlight Series*, Killeen, TX (November 2022)

“Responding to Student Writing: A Privilege and a Chore.” *Ellison High School English Faculty Professional Development*, Killeen, TX (October 2021)