

*Curriculum Vitae***SARAH CATHERINE SWOFFORD**

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**EDUCATION**

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Ph.D. in English and Education (interdisciplinary joint program). University of Michigan. 2015.  
 DISSERTATION: *Linguistic and Rhetorical Ideologies in the Transition to College Writing: A Case Study of Southern Students*  
 COMMITTEE: Anne Ruggles Gere, Anne Curzan, David Gold, Lisa Lattuca, and Robin Queen  
 FIELDS: Composition and rhetoric, writing pedagogy, sociolinguistics, educational linguistics  
 M.S.Ed. in Curriculum and Instruction. Baylor University. 2007.  
 B.A. in English. Anderson University (SC), *cum laude*. 2005.

**ACADEMIC POSITIONS**

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2022-present	Associate Professor of Composition and Rhetoric, Founding Writing Program Administrator, University of South Carolina Beaufort
2021-present	Founding Director, Center for Teaching and Learning, University of South Carolina Beaufort
2016-2022	Assistant Professor of Composition and Rhetoric, Founding Writing Program Administrator, University of South Carolina Beaufort
2015-2016	Assistant Professor of Writing, University of Central Arkansas
2010-2014	Graduate Student Instructor/Research Assistant, University of Michigan
2008-2010	Teacher, Cowpens Middle School, Cowpens, SC (grades 7-8)
2008	Teacher, Midlands Middle College, Columbia, SC (grades 11-12)
2006-2008	Teacher, Hubbard High School, Hubbard TX (grades 8-12)

**AWARDS AND GRANTS**

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2022	National Science Foundation, S-STEM Grant, co-PI, "Empowering the Underserved: Disrupting Educational Barriers in Cybersecurity" (reviewed)
2020	Sea Islands Grant, "USCB and The Children's Center Early Learning Application," (with Dr. Ron Erdei)
2020	Teaching Innovations Grant, "Beyond Discussion Boards: Collaboration, Community, and Engagement in Online Writing Classes"
2019	Sea Islands Grant, "SCETV & USCB's <i>By the River</i> Interdisciplinary Podcast" (with Drs. Caroline Sawyer and Mollie Barnes)
2018	Faculty Development Grant, USCB
2014	Linda Pinder Fellowship
2010-2014	School of Education Scholars Award
2013	American Dialect Society Presidential Honorary Membership
2010-2014	Rackham Conference Travel Grant
2011, 2013	English Department Conference Travel Grant
2013	Rackham Graduate School Candidate Research Grant
2012	Rackham Graduate School Pre-Candidate Research Grant
2009	ETS Recognition of Excellence Award (Praxis II)
2006	Strickland Scholars Fellowship

## ADMINISTRATIVE EXPERIENCE

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### FOUNDING DIRECTOR, CENTER FOR TEACHING AND LEARNING, USCB

2021-PRESENT

- Plans workshops, events, and other forms of professional development to meet faculty needs (single-author workshops listed under “Scholarship,” below, and events in collaboration with other campus offices and faculty individually listed under “Service”)
- Creates certificate and micro-credential opportunities for faculty—“Teaching Essentials” and “Advising as Teaching”
- Manages an operating budget of \$10,000 per year
- Hires, mentors, and supervises one undergraduate student assistant
- Creates and administers opportunities for faculty to access resources for innovative teaching (teaching-specific professional development funds through the Office of the Provost, classroom resource mini-grants through CTL’s operating budget, etc)
- Represents faculty *ex officio* on university-level committees (see list below, under “Service”)
- Meets individually with faculty to consult about classroom issues, innovative teaching methods, and Scholarship of Teaching and Learning project, upon request
- Observes faculty across the disciplines, upon request
- Conducts mid-semester feedback sessions (focus groups with students), by faculty request
- Maintains records of participation for accreditation purposes and to send personalized annual activity records to faculty to document their involvement
- Engages in strategic long-term planning and assessment for the Center’s activities
- Instantiates and chairs CTL’s Faculty Advisory Council, with departmental liaisons serving as members of the committee
- Researches current teaching environments and local contexts to “keep on top of” current issues in the field of educational development and upcoming teaching needs likely to affect our faculty body
- Engages in professional development as a faculty or educational developer

### FOUNDING WRITING PROGRAM ADMINISTRATOR, USCB

2016-PRESENT

- Reviews applications for adjunct faculty (with department chair)
- Hires and supervises adjunct faculty teaching English 101 and 102
- Designs and executes first-year writing assessment with First-Year English (FYE) faculty
- Plans semesterly “First Year English Day” professional development for all faculty teaching English 101 and 102
- Shares opportunities for research and professional development with FYE faculty
- Reviews course equivalencies with the registrar for English 101 and 102
- Responds to student issues/complaints in First-Year English courses
- Chairs the First-Year English subcommittee
- Offers support and consultations for First-Year English faculty, upon request
- Serves on committees *ex officio* as needed (e.g., General Education Committee)
- Researches current First-Year English environment to stay abreast of issues within the field
- Engages in strategic planning and data reporting for First-Year English and Professional Writing programs

### WRITING CENTER DIRECTOR, USCB

2016-PRESENT

- Hires, supervises, and mentors between 5-10 undergraduate tutor employees
- Manages an operating budget of \$1300/year and a student employee salary budget of \$25,000/year
- Creates Writing Center schedule
- Advertises Writing Center services across campus

- Serves as liaison between faculty and writing center tutors, as needed
- Guides tutors as they plan and facilitate semesterly events like “the Write-In”
- Creates and maintains reporting procedures for tutoring sessions and utilization data
- Assesses center utilization and performance (with a 209% increase in appointments from 2016-2024)
- Implement new initiatives as opportunities arise

\*I served as the acting Writing Center Director from 2016-2021, when the Writing Center was moved from Student Development to Academic Affairs. With that move in 2021, I officially became “Writing Center Director”

## TEACHING EXPERIENCE

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### UNIVERSITY OF SOUTH CAROLINA AT BEAUFORT

#### Composition and Rhetoric (English 101)

- Spring 2025, 1 section “Demystifying Writing” (hybrid course, created in collaboration with students in my Fall 2024 “Teaching Writing in an Age of Artificial Intelligence” course, who will serve as embedded tutors in this English 101 section)
- Fall 2023, 1 section “Writing for Local Change”
- Spring 2022, 1 section “Writing for Change”
- Fall 2020, 1 section “Writing for Social Change” (synchronous online)
- Spring 2020, 1 section “Writing for Change”
- Fall 2019, 1 section “Writing for Change”
- Fall 2019, 1 section Sand Shark Scholars, “Writing for Change”
- Fall 2018, 2 sections “Honors: Conversations and Questions”
- Fall 2017, 3 sections “Conversations and Questions”
- Fall 2016, 2 sections “Academic Writing and Research”

#### Composition and Literature (English 102)

- Spring 2023, 1 section “Reading for Joy”
- Spring 2018, 2 sections “Education and Literature”
- Spring 2017, 2 sections “Young Adult Literature”

#### Writing Center Practicum (English 215)

- Fall 2017→Spring 2025, Writing Center tutors for USCB’s Writing Center

#### Introduction to Workplace Writing (English 263)

- Summer 2022, “Introduction to Workplace Writing”

#### Selected Topics (English 439)

- Summer 2018, “Language and Identity in the South”

#### Modern English Grammars (English 450)

- Spring 2024, “Modern English Grammars”
- Spring 2022, “Modern English Grammars”
- Spring 2019, “Modern English Grammars”

#### Development of the English Language/Histories of the English Language (English 453)

- Fall 2023, “Histories of the English Language”
- Fall 2021, “Histories of the English Language”
- Fall 2019, “The History of English”

#### Professional Writing Workshop (English 460)

- Spring 2025, “Writing for Nonprofits: English at Work”
- Spring 2023, “Writing for Nonprofits: Hilton Head Audubon and Juneteenth”
- Spring 2021, “Writing for Nonprofits: Community Partnership”

- Fall 2018, “Writing for Nonprofits”
- Fall 2016, “Writing for Nonprofits”

#### Technical Writing (English 462)

- Summer 2020, “Technical Writing and Zombies” (asynchronous online)
- Spring 2020, “Technical Writing” (asynchronous online)
- Summer 2019, “Technical Writing” (asynchronous online)
- Spring 2019, “Technical Writing” (asynchronous online)

#### Writing Internship (Writing 466)

- Spring 2025, 12 students as embedded tutors in English 101
- Spring 2023, Amelia Owens
- Fall 2022, Kathryn Tovar
- Fall 2020, Amanda Smith (embedded tutor)
- Fall 2019, Maddy Hayes
- Fall 2019, Christopher Hunt
- Fall 2019, Moa Johansson
- Spring 2019, Jourdan Denne
- Spring 2019, Jay Woods
- Spring 2018, Cece Codling
- Summer 2018, Leah Nixon
- Summer 2020, Tristan Triplett
- Fall 2020, Amanda Smith

#### The Teaching of Writing (English 470)

- Fall 2024, “Teaching Writing in an Age of Artificial Intelligence”
- Fall 2022, “The Teaching of Writing”
- Fall 2020, “The Teaching of Writing, by Design” (synchronous, online)
- Spring 2020, “The Teaching of Writing”
- Spring 2018, “The Teaching of Writing”
- Spring 2017, “The Teaching of Writing”

#### Praxis Core Writing (Education 110)

- Spring 2025, “Preparing for the Praxis Writing”
- Fall 2024, “Preparing for the Praxis Writing”

#### Senior Thesis/Senior Honors Thesis (English 498 and 499)

- Spring 2025, Elizabeth Peck
- Fall 2018 & Fall 2019, “Applied Linguistics in Playwrighting,” Leah Nixon
- Spring 2017, “Pulling Back the Curtain: A Case for Transparent, University-Wide Writing Community,” Hayley Edwards
- Spring 2017, “English in Advertising: A Rhetorical Analysis of Psychopharmaceutical Advertisements,” Savannah Sheppard

#### **SUPPORT OF STUDENT RESEARCH AT USCB**

- Director, Senior Thesis, Elizabeth Peck, 2025
- Reader, Senior Thesis, Amanda Smith, 2021
- Reader, Senior Thesis, Amanda Mazeika, 2020
- Reader, Senior Thesis, Shannon McAleer, 2019
- Director, Senior Thesis, Leah Nixon, 2019
- Reader, Senior Thesis, Maddie Wilkinson, 2018
- Mentor, conference presentation, Savannah Sheppard, 2018
- Director, Senior Honors Thesis, Hayley Edwards, 2017
- Director, Senior Thesis, Savannah Sheppard, 2017

- Co-presenter, College English Association presentation, Zoe Slingsluff and Maddie Wilkinson, 2017
- Mentor, (2) poster presentations at Student Research and Scholarship Day, 2017
- Mentor, proposal for Naylor Workshop, 2017

## **CURRICULUM DEVELOPMENT AT USCB**

### *NEW COURSE PROPOSALS*

- Praxis Core Writing (Education 110)
- The Teaching of Writing (English 470)
- Professional Writing Workshop (English 460)
- Modern English Grammars (English 450)
- Young Adult Literature (English 432)
- Language and Identity in the South (English 439: Special Topics)
- Introduction to Rhetorical Theory (English 244)
- Writing Center Practicum (English 215)
- Professional Writing Practicum (English 266)
- Copyediting and Document Design (English 250)
- Introduction to Technical Writing (English 262)
- Introduction to Workplace Writing (English 263)

### *COURSE AND PROGRAM MODIFICATIONS*

- Professional Writing Minor and Concentration in the B.A. in English (with Dr. Rob Kilgore)
- English 101 and 102 (rewritten course goals, course descriptions, and student learning outcomes)
- Histories of the English Language (course title change)

## **UNIVERSITY OF CENTRAL ARKANSAS**

### *Assistant Professor of Writing*

#### Introduction to College Writing (Writing 1310)

- Fall 2015 (3 sections)
- Spring 2016 (2 sections)

#### Academic Writing and Research (Writing 1320)

- Spring 2016 (1 section)

#### Introduction to Rhetoric (Writing 2325)

- Fall 2015 & Spring 2016

## **UNIVERSITY OF MICHIGAN**

### *Instructor of Record*

#### College Writing (English 125)

- Fall 2010 & Winter 2011, “The Power of Words and Thought”

#### Academic Argumentation (English 225)

- Winter 2014, “Arguing in the Disciplines”

#### Professional Writing (English 229)

- Fall 2014, “Professional Writing on the Page and the Screen”

## RESEARCH/SCHOLARSHIP

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### BOOK, AUTHORED IN COLLABORATION

Williams, Jeff, with Elizabeth Homan and **Sarah Swofford**. *Supporting Students in a Time of Common Core Standards: English Language Arts Grades 3-5*. Urbana, Ill: National Council of Teachers of English, 2011. Print.

### REFEREED BOOK CHAPTERS AND ARTICLES

**Swofford, Sarah** and Robert Kilgore. "We Need to Talk: Making Writing and Literature Work for the Future." *ADE Bulletin, Issue 158*, 2020.

Post, Justine, **Sarah Swofford**, Lizzie Hutton, Anna V. Knutson, Naomi Silver, and Anne Ruggles Gere. "Developing Writers in Higher Education: A Longitudinal Study" (Infographic/Visual Argument). *Composition Studies*, Spring 2020, 48.1.

**Swofford, Sarah**. "Reaching Back to Look Beyond the 'Typical' Student Profile: The Influence of High School in Student Writing Development," in *Developing Writers in Higher Education: A Longitudinal Study*. University of Michigan Press, January 2019.

Gere, Anne Ruggles, **Sarah Swofford**, Naomi Silver, and Melody Pugh. "Interrogating Disciplinary in WAC/WID: Institutional Ethnography and the New Disciplinary." *College Composition and Communication*, December 2015.

### REFEREED TEACHING PUBLICATIONS

**Swofford, Sarah**. "Proposal for Change on Campus," *Writing Spaces Activities and Assignments Archive, WAC Clearinghouse*, October 2024.

**Swofford, Sarah**. "Genre Analysis of Project Proposals," *Writing Spaces Activities and Assignments Archive, WAC Clearinghouse*, October 2024.

### POLICY BRIEFS, AUTHORED IN COLLABORATION WITH SQUIRE OFFICE OF POLICY RESEARCH

"Comprehensive Literacy: An NCTE Policy Brief." *The Council Chronicle*, March 2013. Online.

"Using Evidence in Writing: An NCTE Policy Brief." *The Council Chronicle*, March 2012. Online.

"Reading Instruction for All Students: An NCTE Policy Brief." *The Council Chronicle*, Sept. 2012. Online.

"Evaluating English/Language Arts Teachers: An NCTE Policy Brief." *The Council Chronicle*, March 2012. Online.

"Communities of Practice: An NCTE Policy Brief." *The Council Chronicle*, Nov. 2011. Online.

"Literacies of Disciplines: An NCTE Policy Brief." *The Council Chronicle*, Sept. 2011. Online.

### SCHOLARSHIP OF TEACHING AND LEARNING

*SINGLE-AUTHOR WORKSHOPS—CREATED, WRITTEN, AND FACILITATED*

"AI for Beginners," *USCB's Center for Teaching and Learning*, November 2024.

"AI and Teaching Writing for Early Career Teachers," *for Beaufort County Public School District*, November 2024.

"Do You Need (a) Co-Pilot?: Microsoft Co-Pilot in the Classroom," *USCB's Center for Teaching and Learning*, October 2024 (2 different sessions).



“Giving Feedback—And Getting Students to Use it!” *USCB’s Center for Teaching and Learning*, October 2024.

“Learning Opportunities for ALL: Universal Design for Learning,” *USCB’s Center for Teaching and Learning*, Spring 2022 and October 2024.

“Feedback that Works: Saving Time and Improving Student Writing,” *for Beaufort County School District’s Early Career Teachers*, August 2023 and 2024.

“Course (Re)Design: Starting with the End in Mind,” *USCB’s Center for Teaching and Learning*, June 2024.

“Teaching Writing in an Age of Artificial Intelligence,” *First-Year English Day at USCB*, Spring 2024.

“AI and Academic Integrity Town Hall,” *USCB’s Center for Teaching and Learning*, April 2024.

“AI Sandbox: Playing with Possible Implications,” *USCB’s Center for Teaching and Learning*, April 2024 (2 different sessions).

“AI and Your Classroom,” *USCB’s Center for Teaching and Learning*, September 2023.

“Exploring English 101,” *First-Year English Day at USCB*, Fall 2023.

“Can Robots Write Essays?: A CTL Workshop on AI and Writing,” *USCB’s Center for Teaching and Learning*, January 2023.

“Examining English 102,” *First-Year English Day at USCB*, Spring 2023.

“Risky Business: Teaching Fails that Aren’t,” *USCB’s Center for Teaching and Learning Symposium*, Spring 2022.

“Writing Assessment: A Pilot of English 101,” *First-Year English Day at USCB*, Spring 2021.

“FYE in Five: Teaching Talks that Inspire,” *First-Year English Day at USCB*, Fall 2020.

“Composing Literary Inspiration: Revising English 102,” *First-Year English Day at USCB*, Fall 2019.

“Springing Forward: The New FYE Curriculum,” *First-Year English Day at USCB*, Spring 2019.

“Proposing the New First-Year English Curriculum at USCB,” *First-Year English Day at USCB*, Fall 2018.

“Teaching Writing and Locally-Responsive Pedagogy: Best Practices at USCB,” *First-Year English Day at USCB*, Spring 2018.

“What is FYE at USCB?” *First-Year English Day at USCB*, Fall 2017.

## **CONFERENCE PRESENTATIONS**

### *INVITED PRESENTATIONS*

“Is AI the Final Frontier?” Panel Discussion, *Learning Design and Technology Conference*, May 2024.

“Teaching Writing in the Literature Classroom Today,” *Conference on College Composition and Communication*, March 2020. (with Vershawn Young, Claire Buck, Deborah Holdstein, and Paul Lynch). Conference cancelled due to COVID-19.

“Writing and Literature in the English Department: Partnerships and Intersections,” *Modern Language Association*, January 2019. (with Rob Kilgore, Gerald Graff, Vershawn Young, and Claire Buck—a roundtable co-sponsored by ADE and CCCC)

“When MLA isn’t *Just* MLA: What Students Say about the *Handbook*,” *National Council of Teachers of English*, November 2017.

“Me, I’m Short, Sweet, and to the Point’: Ideologies of Language and Rhetoric in Southern Writing Classrooms,” *American Dialect Society*. January 2016.

#### REFEREED CONFERENCE PRESENTATIONS

“Letting Students Lead: Teaching Undergraduates to Learn with and About AI,” *Learning Design and Technology Forum*, May 2024.

“An Entangled Collision: Fostering the Development of Sustained Leadership in K-12 and Higher Education,” *Joint Program in English and Education Symposium Honoring Anne Ruggles Gere*, April 2024.

“Finding Hope, Being Small: Pedagogical Experiences and Identities as Resources for Hope, Implications for Our Students and Ourselves,” *College Composition and Communication*, February 2023.

“Rethinking ‘Participation’ (Grades)”, *Conference on College Composition and Communication*, Teacher2Teacher Session, March 2022.

“Small Schools, Big Influence: Training Tutors to Enact Linguistic Justice,” *East Central Writing Centers Association Conference*, April 2022.

“Sharing and Analyzing Longitudinal Datasets on Student Writing Development and Implications for Teaching,” *Conference on College Composition and Communication*, April, 2021 (virtual roundtable with Jathan Day, Anne Ruggles Gere, Anna Knutson, Ruth Li, and Adrienne Raw).

“Words to Live By: Podcast/Live Show,” Language and Literature Innovation Room, *Modern Language Association*, January 2021 (with Mollie Barnes and Rob Kilgore—withdrew panel due to COVID-19 impacts on project)

“FYE Revision for Literature Re-vision,” 19<sup>th</sup> *Claflin University Conference on Contemporary English and Language Arts Pedagogy*, October 2020

“Data: Sharing Longitudinal Datasets about Student Writing Development,” *Conference on College Composition and Communication*, March 2020. (with Naitnaphit Limlamai, Jathan Day, Anne Ruggles Gere, Ruth Li, Adrienne Raw, and Anna Knutson). Conference cancelled due to COVID-19.

“Composing Lives: Experiential Learning and Curricular Innovation,” Language and Literature Innovation Room, *Modern Language Association*, January 2020. (with Mollie Barnes and Rob Kilgore)

“Writing Development Before, During, and After College,” *Conference on College Composition and Communication*, March 2019. (with Anne Ruggles Gere and Laura Aull)



- “On Focus Groups, Cake, and Scholarship,” *Carolinas WPA*, September 2018. (*abstract accepted, conference cancelled due to Hurricane Florence*)
- “‘Being Simple’: Rhetorical Ideologies and White Working-Class Students,” *Conference on College Composition and Communication*, March 2018.
- “Developmental Writing, Austerity and Assumptions: What to Do About Developmental Writing?” *Council of Writing Program Administrators* (innovative presentation format). July 2017
- “Turning Classrooms into Bridges: Service Learning in an Advanced Writing course,” *College English Association*. March 2017. (with Maddie Wilkinson and Zoe Slingsluff, undergraduate students at USCB)
- “‘Professional’ Writers or ‘Professional Writers’?: Considering the Place of ‘Professional’ in Writing in the Disciplines,” *International Writing Across the Curriculum Conference*. July 2016.
- “Three Models for (Re)Considering Religious Discourses, Literacies, and Rhetorics,” *Cultural Rhetorics Conference*. October, 2014
- “The DSP Five Years In: Reflection on and Revision of Directed Self-Placement,” *Conference on Writing Program Administration*. July, 2014.
- “Southern Students in Transition: Language Ideologies and Linguistic Capital in the Transition to College Writing,” *Conference on College Composition and Communication*. March, 2014.
- “Southern Students in Transition: Language Ideologies and Linguistic Capital in the Transition to College Writing,” poster, *American Dialect Society Annual Meeting*. January, 2014.
- “Ghosts in the Classroom: How Student Expectations Shape Writing Instruction,” *Conference on Writing Program Administration*. July, 2013.
- “Writing in the Disciplines in an Interdisciplinary Context,” *Conference on Writing Program Administration*. July, 2013.
- “Does This Make Sense?: Student Perceptions of Questions in Instructor Comments,” *Conference on College Composition and Communication*. March, 2013.
- “Southern Students in Transition: Language Ideologies and Linguistic Capital in the Transition to College Writing,” *Making Meaning and Enculturation Graduate Student Conference*, University of Michigan. November, 2013.
- “Aligning Student and Faculty Expectations of the Upper-Level Writing Requirement,” *Writing Across the Disciplines/Writing in the Disciplines Conference*. June, 2012.
- “Afterward: Students’ Post-Transfer Writing Experiences at the University of Michigan,” *Conference on Writing Program Administration*. July, 2012.
- “There Seems to be a Reason: Why Instructors Use Hedges in Marginal Comments and End Notes,” *Conference on College Composition and Communication*. March, 2011.
- “Talkin’ Like They Do: Competing and Conflicting Ideologies in Southern Language,” *Making Meaning Graduate Student Conference*, University of Michigan. November, 2011.
- “Virtual Reality and Virtual Classrooms: Teacher Perceptions of Student Identity,” *Computers and Writing Conference*. May, 2011.
- “Common Understandings: An Overview of the Common Core Standards and Its Implications for Teacher and Teacher Educators,” *Conference on English Education*. May, 2011.

## SERVICE

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### SERVICE TO THE DEPARTMENT

#### *UNIVERSITY OF SOUTH CAROLINA BEAUFORT*

- FYE Subcommittee (chair), 2017-present
  - \* Revised the FYE curriculum, a two-course sequence required for all students at the University. This revision resulted in new course descriptions, goals, and student learning outcomes for all sections of English 101 and 102 at USCB
  - \* Created an assessment plan to monitor the effectiveness of instruction in composition and rhetoric and composition and literature at the university.
  - \* Composed and maintain a 100-page “Guide for Teaching FYE at USCB,” (two versions: one for part-time faculty and one for full-time faculty) a document created to ensure that all students enrolled in English 101 and 102 have a commiserate experience, and that all faculty teaching those courses have the resources they need to stay current on the best practices in writing instruction
- Assessment Team for the BA in English, 2019-present
  - \* Collaborated in writing revised student learning outcomes for the BA in English
  - \* Created the assessment plan for the BA in English, based on new student learning outcomes for the degree
  - \* Composed a rubric for measuring student growth and mastery of the learning outcomes for the BA in English
  - \* Participated in assessment under this rubric and assessment plan, 2019-present
- Member, Secondary Education English Supervisory Committee, 2024
- Advisor to Professional Writing Minors and Concentrators, 2016-present
- Member, BA in English Subcommittee, 2017-present
- Member, BA in English, Secondary Education Subcommittee, 2019-present
- Conduct observations of part- and full-time faculty, 2017-present
- Strategic Plan Collaborator, 2018
- Developed faculty development workshops in writing pedagogy, each semester from Spring 2017-present.
- Adjunct hiring, in collaboration with department chair, 2018-present
- Collaborated to create and propose a Professional Writing minor and concentration, 2017
- Departmental Self-Study Committee, 2016-2017
- Sigma Tau Delta Essay Award Judge, 2016-present
- Writing Center and Writing Internship Social Media Management, 2016-present
- Creator, Departmental Self-Study Survey, 2017
- Guest Speaker, English 200, “What is Composition and Rhetoric?”, 2017-present

#### *UNIVERSITY OF CENTRAL ARKANSAS*

- Member, Professional Writing Committee, 2015-2016

#### *UNIVERSITY OF MICHIGAN*

- Planning committee, “Chalk and Cheese,” (weekly professional development meetings for PhD students) 2012-2013
- Judging Committee, Feinberg prize for undergraduate writing, 2012

### SERVICE TO THE UNIVERSITY

#### *UNIVERSITY OF SOUTH CAROLINA BEAUFORT*

- Founding Director, Center for Teaching and Learning, 2021-present (see full list of duties above)
  - \* Member, University’s AI Steering Committee, Fall 2024-present
  - \* Member, University’s Retention Working Group, Spring 2024-present
  - \* Advocated for a physical space and resources for CTL
  - \* Conducted needs assessment among university stakeholders

- \* Established monthly CTL communication processes to share professional development opportunities with faculty
- \* Designed an observation process that includes reporting mechanisms and feedback procedures
- \* Designed a Mid-Semester Feedback Session process, which includes documents to support conducting Mid-Semester Feedback Sessions and a process for providing feedback to faculty
- \* Co-hosted a Retention Roundtable with Student Development and the Business Office, attended by nearly 100 faculty and staff, Spring 2022
- \* Collaborated with various departments and faculty on campus to:
  - investigate the relationship between teaching methods and retention in the biology major
  - investigate the influence of programmatic factors in the retention of education majors
  - offer Faculty Learning Communities
    - Experiential Learning Spring 2021-present (with QEP)
    - Banned Books Spring 2024 (with campus library)
  - offer workshops facilitated by other faculty:
    - Exploring Experiential Learning! Expo, Fall 2024 (QEP)
    - Advising as Teaching: Advising Styles Workshop, Fall 2024 (Advising Office)
    - Working with Autistic Students, Fall 2024 (Student Development)
    - Active Learning and Lecture Workshop, Spring 2024 (physics faculty)
    - Retention Gallery Walk, Fall 2023 (Student Development)
    - Simulation Methods, Fall 2022 (theater and nursing faculty)
    - Retention Roundtable, Spring 2022 (Student Development)
- \* Created a faculty lunch series to explore issues contributing to student retention, meeting monthly, 2023-2024:
  - Setting Intentions for Fall 2024, April 2024
  - “Little” Moves that Make a Big Difference, March 2024
  - Reading Strategies, February 2024
  - Effective Classroom Communication, January 2024
  - Managing Students’ Extenuating Circumstances, December 2023
  - Reading Student Evaluations, November 2023
  - Insights from the National Survey of Student Engagement, October 2023
  - Students of Concern and Counseling Services, September 2023
  - What Families Want to Know, August 2023
  - Setting Intentions for Fall 2023, April 2023
  - Why Do Students Leave? Looking at Exit Interviews, March 2023
  - Student Expectations and Classroom Rigor, February 2023
- \* Created a faculty lunch series to explore active learning strategies, meeting monthly, 2024-2025
  - Discussion Strategies, December 2024
  - Simulation and Role Play, November 2024
  - Digital Escape Rooms, October 2024
  - Carousel Discussions, September 2024
- Founding Writing Program Administrator, 2016-present (full list of duties above)
  - \* Consulted with chair of General Education committee about the role of First-Year English assessment in General Education assessment
  - \* Consult with departments outside of English to provide faculty development in writing instruction—history, nursing, business, and communication studies
  - \* Drafted Memorandum of Understanding with Tutoring Services, then facilitated the

- move of the Writing Center to Academic Affairs
  - \* Consulted with department and university staff on best practices for writing-related issues including: Dual Credit courses, Turnitin, and StudyMode
- Member, Promotion and Tenure Committee, 2022-present
- Member, Search Committee for Open Rank Tenure-track faculty member in Communication Studies, 2025
- Member, Pre-tenure Review Committee, 2024
- Participant/Simulated Patient, Disaster Nursing Simulation, 2024
- Member, Search Committee for Professor of Communication Studies, 2024 (search failed)
- Facilitated workshops for elementary and secondary K-12 teachers on effective feedback practices, Summer 2023 and Summer 2024
- Facilitated workshops on Praxis Core Writing exam, Spring 2023, Fall 2023
- Member, Faculty Development Committee (ex officio, as Director of CTL) 2021-present
- Member, Teacher Education Advisory Committee (TEAC), 2017-present
- Member, General Education Committee (ex officio, as WPA), 2019-present
- Member, Faculty Senate, 2016-present
- Presenter, Family Day, “What Professors Expect of Your Student,” semesterly, 2022-present
- Creator and presenter, Dual Enrollment Orientation, 2021-2022
- Member, Orientation Committee (faculty representative), 2021-2023
- Secretary, Courses and Curriculum Committee, 2017-2020
- Academic Programs for Strategic Planning Sub-Committee, chair, 2018-2020
- Member, Search Committee for Communication Studies Instructor, 2019-2020 (search failed due to COVID-19)
- Member, Search Committee for Open-Rank Professor of English, Secondary Education, 2018-2019
- First-Year Reading Experience Book Selection Committee, 2016
- Civitas DIAL Working Group, 2016-2018
- Civitas Summit Conference, 2017
- Volunteer, Student Move-In Day, 2017
- Panelist, “Faculty are People Too,” 2016

#### *UNIVERSITY OF MICHIGAN*

- Sweetland Center for Writing, Research Assistant, 2011-2015
  - \* As part of a research team under the direction of Anne Gere, I researched and revised a Directed Self-Placement (DSP) writing system, implemented a DSP for transfer students, implemented digital peer review tools as part of a science writing project funded by The Keck Foundation, evaluated and modified the Upper-Level Writing Requirement at U-M, collected and analyzed student writing from the DSP and the Minor in Writing using corpus linguistic tools, collected and analyzed qualitative data for various projects including a longitudinal study of writing throughout the undergraduate experience, and worked on a new composition course for multilingual writers.
- Steering Committee Member, Language and Rhetorical Studies Interdisciplinary Workshop, 2011-2015
  - \* Planned events including two graduate conferences and twice-yearly all-day workshops for students from a wide range of disciplines.
- Dissertation Writing Group Leader, Sweetland Center for Writing, 2014
  - \* Led an interdisciplinary writing group of four graduate students at the mid-point of their dissertation writing process.
- Intern team leader, Linguistic Society of America Summer Institute, 2013
  - \* Supervised a group of approximately 15 graduate and undergraduate students and was charged with working with leading scholars in linguistics from around the world to ensure smooth weekend workshops throughout the month-long biannual Linguistic Summer Institute.

## SERVICE TO THE PROFESSION AND GREATER COMMUNITY

- Member, Eli Review Advisory Board 2024-present
- Trained USCB students to respond to middle school writing for event at Whale Branch Middle School, 2020
- Mentored USCB students as they responded to middle school writers at Whale Branch Middle School, 2020
- Mentor, Nick Sanders (graduate student at Michigan State University), in a graduate level course on Writing Program Administration
- Consult with Beaufort County English teachers to develop a vertically-aligned writing curriculum, Summer 2018
- Consult with Beaufort High School English department chair, Summer 2017
- Reviewer
  - \* Journal article reviewer, *Research in the Teaching of English*, 2023
  - \* Textbook reviewer, Routledge, 2020
  - \* Textbook reviewer, Routledge, 2017
  - \* Journal article reviewer, *Research in the Teaching of English*, 2015 & 2018
  - \* Journal article reviewer, with John Swales. *Journal of English for Academic Purposes*, 2013
- Reader, AP Language and Composition Exam, Summers 2017, 2019-2024
- Detroit Outreach Center, Admissions Essay Workshop (Fall 2010, 2011)

## INVITED TALKS AND PRESENTATIONS

- Guest Speaker, “Coding, Methods, and Data—Oh My!,” Graduate English course at the University of Michigan, 2017
- Workshop, “What to Expect in College Writing,” Oakbrook Prep School, Summer 2016
- Guest Speaker, “Advice for the Job Market,” Brown bag for graduate students, University of Michigan, 2015 & 2017
- Webinar, “Spring Into Google: Going Paperless with Google Classroom,” for Boston Public School District, 2015.
- Speaker, “Networking at Conferences,” for multilingual graduate students at the *English Language Institute* at the University of Michigan, 2014.
- “Supporting Students in a Time of Common Core Standards: Grades 3-5,” (April 2011)

## CONFERENCES/WORKSHOPS ATTENDED

Propel AI Research Group, University of South Carolina. 2024-2025

Institute for New Educational Developers, POD Network, Henderson, NV, June 2023

National Symposium on Student Retention, San Diego, CA, October 2022

## PROFESSIONAL QUALIFICATIONS AND CERTIFICATIONS

### TEACHING CERTIFICATIONS

South Carolina English/Language Arts, grades 6-12 (expired 6/30/2021)

Texas English/Language Arts, grades 8-12 (expired 2/28/2019)

### PROFESSIONAL SOCIETIES

American Dialect Society, Conference on College Composition and Communication, National Council of Teachers of English, Linguistic Society of America, Council of Writing Program Administrators, Carolinas Writing Program Administrators, Modern Language Association, POD Network

### FOREIGN LANGUAGE COMPETENCY

Basic reading competency in French

Basic reading competency in Old and Middle English