

ANGELA PETIT, PhD

Policy & Procedure Writer & Coordinator

Division of the Vice President for Finance & Operations
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EDUCATION

PhD in English, 1999, The University of Southern Mississippi. Primary Area: Composition and Rhetoric. Secondary Area: Technical Communication.

Dissertation: *The Rhetorical Tyranny of the Impartial Public Sphere: Women, Difference, and Access to Public Space During Public Environmental Debates*

MA in English, 1992, Louisiana State University. Emphasis in Twentieth-Century British and American Literature.

BA in English, 1989, Louisiana State University. Major: British and American Literature. Minors: Latin and Classical Greek and Roman Civilization.

ADMINISTRATIVE EXPERIENCE

Policy & Procedure Writer & Coordinator, Lamar University, Beaumont, Texas (June 2019–present)
Coordinate production of the University's Manual of Administrative Policies and Procedures (MAPP) for the Division of the Vice President for Finance and Operations (VPFO). Write, revise, edit, and publish the MAPP for internal and external stakeholders. Position requires excellent written and verbal communication skills as well as the ability to manage a large document project spanning multiple administrative offices and topics (finance, accounting, budgets, human resources, safety and risk management, planning and construction, facilities). Position also requires planning, coordination, and tracking of policy and procedure reviews by SMEs, Associate Vice Presidents and Executive Directors, the VPFO, campus faculty and staff, and the University's legal/general counsel.

General Education Chair, Ameritech College of Healthcare, Salt Lake City, Utah (2018-19)
Fully remote position. Provided leadership for educational initiatives related to the General Education (GE) program, including oversight of 17 GE faculty as well as on-campus and online GE courses in STEM, social sciences, and humanities. As GE Chair, served as an advocate for students, faculty, and the excellence of the GE program. Responsible for day-to-day coordination and implementation of GE program policies, processes, hiring, evaluations, and problem-solving.

Director of Composition, Department of English & Philosophy, Idaho State University (Spring 2014)
Directed composition programs at all levels for the Department of English and Philosophy at a mid-sized, regional state university. Key responsibilities:

- Co-planning, with department Chair, a basic writing “transformation” mandated by Idaho’s State Board of Education. This transformation resulted in a stretch or “plus” model in which basic writing students are mainstreamed into Composition I (ENGL 1101) and provided with at least one hour per week of intensive, supplemental writing instruction.
- Co-planning, with department Chair and department ESL specialists, two new first-year composition courses that served the university’s international/ESL students, whose enrollment had grown 300% since 2007.
- Coordinating the department’s undergraduate B.A. in English with an emphasis in Professional Writing. Duties included re-building the degree’s professional writing internship program, advising current majors, publicizing the program to potential majors, leading the 2012 revision of the program to reflect recent trends in professional writing instruction and practice, and developing new courses for the program.
- Training and mentoring the department’s Graduate Teaching Assistants (GTAs). Duties included teaching ENGL 6631 (Seminar in Teaching Writing), an intensive introduction to

foundational and contemporary composition theory and pedagogy, as well as advising GTAs who face pedagogical and disciplinary challenges in their composition courses.

- Reviewing all student petitions related to the department's composition courses and meeting with students to advise them on meeting their composition requirements.
- Interviewing and hiring of new faculty members in composition and rhetoric.
- Coordinating nominations and selection of winners for the department's annual awards for Outstanding M.A. GTA and Outstanding Ph.D. GTA.
- Coordinating the department's annual first-year composition essay contest, including requesting nominations of student essays, selecting winners, awarding prizes to winners, and publicizing winning essays to the department's faculty, students, and alumni.

Director, Professional Writing and Rhetoric (PWR) Program, Department of English, University of Texas at El Paso (2003–04)

Directed the undergraduate minor and M.A. programs in professional writing and rhetoric (PWR). Responsible for coordinating teaching schedules to ensure that all required and elective courses were covered and offered in a timely manner. Advised undergraduate minors and graduate majors as they planned course schedules and prepared for senior writing practica and graduate-level theses or practica. Directed professional writing and rhetoric committee and held regular meetings with PWR committee members to discuss issues important to PWR programs. Communicated with faculty across campus to publicize PWR programs and coordinate programs with other writing initiatives on campus. Devoted considerable time to grant writing to secure external funds for PWR programs.

Faculty Coordinator/Writing Center Director, Peer Mentoring and Tutoring Program, Department of English and Model Institutions for Excellence, University of Texas at El Paso (1998-2000)

Directed 11 undergraduate peer mentors as they assisted first-year composition students majoring in science and engineering. Responsible for training mentors to assist in writing courses reserved for these students, directing two writing centers staffed by the peer mentors, training writing center staff, evaluating the mentoring program, and publicizing the program to science and engineering students as well as to writing, science, and engineering faculty. Also worked with peer mentors to create an Online Writing Lab designed for students enrolled in the university's first-year composition program.

Director, University Writing Center, Department of English, University of Southern Mississippi (1995-97)

Supervised and directed a university-wide writing center offering one-to-one tutoring to students writing in various disciplines; trained 5-7 graduate-level tutors per semester; coordinated scheduling and appointments for tutors; handled publicity for the center, including designing promotional materials as well as scheduling and conducting classroom presentations.

TEACHING EXPERIENCE

Assistant Professor of English, Dept of English and Philosophy, Idaho State University (2008–14)

Courses taught:

English 1101 Composition I: English Composition (traditional & hybrid/blended)
English 1102 Composition II: Critical Reading and Writing
English 3307 Professional and Technical Writing (traditional & fully online)
English 3308 Business Communication
English 4401/5501 Advanced Composition (Classical and contemporary rhetorical theory)
English 4410 Professional Writing Internship
English 4493 Senior Seminar in Professional Writing (e-portfolio and career development)
English 6631 Seminar in Teaching Writing (composition theory and pedagogy)
English 6633 Seminar in Teaching Business and Professional Writing
English 6635 Seminar in Teaching Composition Online
English 6690 Graduate Readings (topics: institutional critique; writing program administration)
English 7700 Supervised Teaching Internship (courses: Basic Writing; Composition I; Professional and Technical Writing)

Assistant Professor of English & Full-Time Instructor, Department of English, The University of Texas at El Paso (**Instructor**: 1997–99; **Assistant Professor**: 1999–2003)

Courses taught:

English 1311 Composition I: Expository Writing
English 1312 Composition II: Research and Critical Writing
English 3355 Business Communication
English 3357 Computers and Writing
English 3358 Editing for Grammar, Punctuation, and Style
English 3359 Technical Writing
English 3365 Advanced Composition and Rhetorical Theory I
English 3366 Advanced Composition and Rhetorical Theory II (rhetoric for pre-law majors)
English 4300 Senior Professional Writing Practicum/Internship
English 5312 Graduate Seminar in Technical Writing (topic: Computer User Documentation)
English 5312 Graduate Seminar in Technical Writing (topic: Writing about the Environment)
English 5314 Graduate Workshop in Computers and Professional Writing
English 5317 Graduate Internship in Professional Writing

Full-Time Instructor of English, Department of English, University of Southern Mississippi (1995-97)

Courses taught:

English 099 Basic Writing
English 101 Composition I (Expository Writing)
English 102 Composition II (Research and Critical Writing)
English 332 Advanced Composition
English 333 Technical Writing
English 690 Graduate Workshop in Tutoring Writing

Writing Center Tutor, Department of English, University of Southern Mississippi (1994). Offered individual assistance to students writing in various academic disciplines; position emphasized tutoring of English Second Language students and beginning or “basic” writers.

Technical Writing Tutor, Department of English, University of Southern Mississippi (1994). Worked with an ESL student from Thailand on papers for a graduate-level computer science course.

Graduate Teaching Assistant, Department of English, Louisiana State University (1989-91)

Courses taught:

English 1001 Composition I (Expository Writing)
English 1002 Composition II (Research and Critical Writing)

TEACHING & ADMINISTRATIVE EXPERIENCE IN FULLY ONLINE ENVIRONMENTS

General Education Chair, Ameritech College of Healthcare, Salt Lake City, Utah (2018-19)
Please see full description on page 1.

Writing Mentor, Western Governors University, Salt Lake City, Utah (2014-15)

Offered writing instruction through the university's writing center, the Center for Writing Excellence (CWE). Fast-paced student-facing position that required constant one-to-one online and telephone contact to support university students at all levels (first-year, undergraduate, graduate) as they completed writing assignments in all majors (business, health sciences, IT, teaching/education). Technologies/software/apps used daily in this position included Adobe Connect, GoogleCalendar, GoogleDocs, GoogleSites, Outlook, Panopto, Salesforce, and Screencastomatic.

Co-Director of Academics and Accreditation, CollegeAmerica/California College, Salt Lake City, Utah (2005–08)

Co-directed academic and accreditation activities for a for-profit, fully online distance education institution. Activities included ensuring that academic policies and procedures were accurately

presented in college documents (Web site, catalog, ANGEL learning management system, etc.) and accurately conveyed to members of the college community. Activities also included drafting documents related to plagiarism to help faculty, staff, and students understand and combat this serious problem. As part of these duties, served on the institution's Academic Standards Committee (ASC), which had oversight of student disciplinary cases involving plagiarism. In addition, responsible for ensuring institution's compliance with accreditation standards, compiling data required by accrediting agencies, writing accreditation reports based on the data, and performing other accreditation activities as needed. In 2006, took a leadership role in preparing for the institution's 5-year review for re-accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC), which is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation (CHEA). Prepared the majority of the documents required for the successful re-accreditation review.

Online Instructor, Baker College Online, Flint, Michigan (2007)

Served as an online writing instructor for Baker College Online, a regionally accredited, fully online institution. Course taught:

WRI 301 Advanced Report Writing

This course improves students' ability to write for business and technical purposes. Emphasis is on writing formal reports including research of published technical information and presentation of a formal paper based on the student's major field. In addition, less formal aspects of business and technical communication are studied. Course taught entirely online through Baker College Online's Blackboard learning management system.

Member, Program Advisory Committee (PAC), Paralegal Program, Westwood College Online, Denver, Colorado (2007-10)

In July 2007, invited by Director of Paralegal Program at Westwood College Online to join the Program Advisory Committee. Responsible for advising Director on general education and writing issues relevant to program and course development and accreditation. PAC met with the Director twice per year by conference call and online via Macromedia Breeze.

Online Instructor Training Program, Baker College Online, Flint, Michigan (2007)

Completed intensive, 18-week online instructor training program required of all Baker faculty candidates. In the first six weeks, completed graded online training course delivered through Blackboard learning management system. Course required readings, online discussions, and written assignments and quizzes related to online teaching and learning, adult learning, and learning styles. In second six weeks, shadowed experienced Baker faculty mentor to observe online teaching practices as mentor taught online writing course. In final six weeks, taught online writing course under the supervision of the faculty mentor.

Online Instructor Training Course, Virginia College Online, Birmingham, Alabama (2007)

Completed intensive, two-week online instructor training course required of all Virginia College Online faculty candidates. Training course delivered through eCollege learning management system. Topics included an introduction to the eCollege system and the college's teaching policies and procedures. Course required online discussions and written assignments related to online teaching and learning and online course management.

TECHNICAL WRITING & EDITING EXPERIENCE

Policy & Procedure Writer & Coordinator, Lamar University, Beaumont, Texas (June 2019–present)

Also listed under Administrative Experience, page 1. Coordinate production of the University's Manual of Administrative Policies and Procedures (MAPP) for the Division of the Vice President for Finance and Operations (VPFO). Write, revise, edit, and publish the MAPP for internal and external stakeholders. Position requires excellent written and verbal communication skills as well as the ability to manage a large document project spanning multiple administrative offices and topics (finance, accounting, budgets, human resources, safety and risk management, planning and construction, facilities). Position also requires planning, coordination, and tracking of

policy and procedure reviews by SMEs, Associate Vice Presidents and Executive Directors, the VPFO, campus faculty and staff, and the University's legal/general counsel.

College Writer, Ameritech College of Healthcare, Salt Lake City, Utah (2018-19)

Responsible for writing, editing, and revising documents for an accredited, for-profit, brick-and-mortar nursing and healthcare college. Documents produced included academic policies and procedures, accreditation and regulatory reports, university catalog, student handbooks, faculty handbooks, and other internal and external documents.

Technical Writer, GLC Solutions, New York State (2014-17)

Telecommute Position. Responsible for writing, editing, and revising documents for GLC Solutions and its acquisitions, FINE College Massachusetts and Tennessee Academy of Cosmetology. Tasks included designing and writing website content; internal and business documents (e.g., accreditation reports, regulatory agency documents); and student-facing communications such as student and faculty handbooks, college catalogs, and electronic communications.

Technical Writer, Independence University/California College for Health Sciences, Salt Lake City, Utah (2004–08)

Responsible for writing, editing, and revising new and existing documents for an accredited, for-profit, online distance education institution. Documents produced included academic policies and procedures, university catalog, articles for online knowledge base, student handbook, faculty handbook, copy for university Web site, business proposals, reports, and letters. Initially hired as a contract technical writer but promoted to full-time employment in February 2005. In 2006, prepared the bulk of the documents required for the institution's 5-year review for re-accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC).

Graduate Manuscript Editor & Coordinator, The Graduate School, University of Southern Mississippi (1992-95)

Coordinated the production of all graduate theses and dissertations; ensured that manuscripts conformed to university publication guidelines and met university deadlines; proofread and edited manuscripts; explained publication process to writers and answered their questions.

Technical Editor, College of Engineering, Louisiana State University (1991-92)

Edited and proofread manuscripts of faculty and graduate students in College of Engineering departments: chemical engineering, civil engineering, electrical engineering, industrial engineering, and mechanical engineering. Manuscripts reviewed included peer-reviewed articles, grant proposals, dissertations, and technical reports.

EXPERIENCE IN SCHOLARLY EDITING

Associate Editor, *Rendezvous Journal of Arts & Letters* (2015-17), including *Rendezvous* 43:1-2 (2017), volume on "The State of the Humanities."

Assistant Book Review Editor, *JAC: A Journal of Composition Theory* (1996-97)

Assistant Guest Editor, *Composition Forum* 7 (Winter 1996), with Evelyn Ashton-Jones, special issue on "Composition and Feminist Theory."

PROFESSIONAL SERVICE

Co-Chair, Inaugural Conference (2016) and Second Conference (2017) of the Association of Rhetoric and Writing Studies (ARWS), El Paso, Texas

Co-Coordinator, Association of Rhetoric and Writing Studies (2014-16)

Co-Chair, Undergraduate Consortium of Rhetoric and Writing, Special Interest Group (SIG) of the CCCC (2014-16)

Peer Reviewer, Paper Submissions to the University of New Mexico Annual (2014) Mentoring Conference (peer reviews conducted in July 2014).

Invited Faculty Presenter, WPA-GO Mentoring Session on “Research Methodologies in WPA Work,” Annual Meeting of the Council of Writing Program Administrators, Savannah (July 2013). [Note: This presentation is also listed in the section Scholarly Presentations.]

Breakfast Buddy, WPA-GO Faculty-Graduate Student Mentoring Event, Annual Meeting of the Council of Writing Program Administrators, Savannah (July 2013).

Session Chair, The Stories We Tell: Reframing Instructional and Institutional Identities, Conference on College Composition and Communication, Las Vegas (March 2013)

Digital Content Reviewer, MindTap Composition, Cengage (Spring 2015). [Compensated for this service]

Textbook Reviewer, *The Everyday Writer* (5th edition), Andrea A. Lunsford, Bedford/St. Martin's (Spring 2014). [Compensated for this service]

Textbook Reviewer, Manuscript for First-Year Composition Textbook, Pearson Higher Education (Spring 2012). [Not compensated for this service]

Member, Program Advisory Committee (PAC), Paralegal Program, Westwood College Online (2008-2009); advised Paralegal Program on general education and writing requirements

DEPARTMENT, COLLEGE, & UNIVERSITY SERVICE

Member, **Human Resources Training & Development/LMS Team**, Lamar University (Fall 2020-present)

Part of a multidisciplinary team of training, curriculum, IT, video and audio production, instructional design, and writing specialists dedicated to launching the university's new training and development (T&D) program and LMS (Cornerstone). Phased-in approach progressed from UAT to pilot to campus-wide launch. My contributions included creating, writing copy for, and editing T&D web pages, FAQs, and glossary as well as participating in online curriculum development, production of instructional videos (“how to” and course videos), and promoting a culture of professional training and development on campus.

Workplace Mentor, **Professional Writing Internship**, Department of English, Lamar University (Fall 2020)

Mentored two professional writing students (one M.A. candidate, one B.A.) in policy and procedure writing during the fall semester of 2020. Required to meet online due to covid precautions, I worked with each student to develop an individualized program of practical writing experiences and theoretical readings in professional writing. Mentored students through process of researching, writing, and editing university policies and procedures to gain workplace experience as well as greater understanding of the composing process.

Chair, **General Education Committee**, Ameritech College of Healthcare (November 2018-April 2019)

Chair, **Composition Committee**, Department of English and Philosophy, Idaho State University (Spring 2014)

Chair, **English Program Assessment Committee**, Department of English and Philosophy, Idaho State University (Fall 2013)

Member, **General Education Committee**, Idaho State University (Fall 2013)

Member, **Grant Writing Team**, Office of Sponsored Programs, Idaho State University (2010-2012)

Member, **Policies and Personnel Committee**, Department of English and Philosophy, Idaho State University (2010-2012)

Member, **Composition Committee**, Department of English and Philosophy, Idaho State University (2008-2011)

Member, **PhD Development Committee**, Department of English, University of Texas at El Paso (2002–2004)

Director and Member, **Professional Writing and Rhetoric (PWR) Committee**, Department of English, University of Texas at El Paso (member: 1997–2004; director: January 2003–January 2004)

Member, **First-Year Composition Committee**, Department of English, University of Texas at El Paso (1997–2004)

Ph.D. & M.A. STUDENTS ADVISED & DIRECTED

PhD Students in Composition and Rhetoric

Deirdre Carney, Ph.D. Dissertation project title, *Rhetor and Wordling: Elizabeth Bayley Seton's Contributions to Rhetoric and Composition Studies*. Idaho State University. Date of graduation, August 2017.

Jennifer Foradori, Ph.D. Dissertation project title, *Completing the Picture: Bringing Instructional Design into Basic Writing Pedagogy*. Idaho State University. Date of graduation, May 2015.

M.A. Students in Composition and Rhetoric & Professional Writing

Rachel Wilde, M.A. thesis title, *Balancing Convention and Change in Multimodal Pedagogy and Assessment*. Idaho State University. Date of graduation, December 2011.

Manuel Aldaco, M.A. practicum project, *Culture and Students in Educational Website Development and Design*. University of Texas at El Paso. Date of graduation, December 2003.

Sandra K. Gonzalez, M.A. practicum project, *Ethos in Manual Writing for the UTEP Office of Scholarships*. University of Texas at El Paso. Date of graduation, December 2003.

Gabriel Yslas, M.A. practicum project, *Cultures and Discourse Communities in Website Development and Design*. University of Texas at El Paso. Date of graduation, December 2003.

GRANT PROPOSALS

“SNAAP: Strengthening Native American Access to the Professoriate,” Senior Personnel, planning grant, Alliance for Graduate Education and the Professoriate (AGEP), National Science Foundation, amount: \$140,897 (12 months), awarded May 2011. (I served as primary writer of this proposal.)

“Environmental Pathway: Enhancing Communication Skills in Environmental Studies at The University of Texas at El Paso,” Principal Investigator (PI), University Research Institute (URI) competitive grant program, The University of Texas at El Paso, amount: \$2000 (six months); awarded Fall 2001.

EDITOR'S INTRODUCTION

As Associate Editor, with Sharon Sieber (Editor), *Rendezvous Journal of Arts & Letters* 43:1-2 (2017): i-viii, volume on “The State of the Humanities.” Peer-refereed academic journal.

PEER-REFEREED ARTICLES

- "Making the Case: The Case Method, Motivation, and the Teaching of Argument," with Sonja Launsbach. *Teaching English in the Two-Year College* 44.4 (2017): 427-443.
- "The Case Method: 'Managing Uncertainty' in the Business Communication Course." *Journal for Excellence in Business Education* 4.1 (2016): 47-65.
- "Mentoring as a Way to Change a Culture of Academic Bullying and Mobbing in the Humanities," with Angela Metzger and Sharon Sieber. *Higher Education for the Future* 2.2 (2015): 139-150.
- "Gender 101: Helping Students Become Aware of Stereotypes of Gender and Language." *Teaching English in the Two-Year College* 31.2 (2003): 131-143.
- "Words So Strong: Maxine Hong Kingston's 'No Name Woman' Introduces Students to the Power of Words." *Journal of Adolescent & Adult Literacy* 46.6 (2003): 482-490.
- "The Stylish Semicolon: Teaching Punctuation as Rhetorical Choice." *English Journal* 92.3 (2003): 66-72.
- "Already Experts: Showing Students How Much They Know about Writing and Reading Arguments," with Edna Soto. *Journal of Adolescent & Adult Literacy* 45.8 (2002): 674-682.
- "Domestic, Virtuous Women: Examining Women's Place in a Public Environmental Debate Along Louisiana's 'Cancer Corridor.'" *Technical Communication Quarterly* 10.4 (2001): 365-387.
- "Removable Feasts: The Writing Center as Carnival." *Composition Forum* 12.1 (2001): 41-58.
- "The Writing Center as 'Purified Space': Competing Discourses and the Dangers of Definition." *The Writing Center Journal* 17.2 (1997): 111-122.

SCHOLARLY BOOK REVIEWS

- "Review of *Rhetorics of Motherhood*, by Lindal Buchanan." *Composition Forum* 30 (Fall 2014).
- "Review of *Designing Web-Based Applications for 21st Century Writing Classrooms*, by George Pullman and Baotong Gu." *IEEE Transactions on Professional Communication* 57.3 (2014).
- "Review of *Observing the User Experience: A Practitioner's Guide to User Research* (2nd edition), by Elizabeth Goodman, Mike Kuniavsky, and Andrea Moed." *IEEE Transactions on Professional Communication* 56.3 (2013): 260-61.
- "Review of *Lead with a Story: A Guide to Crafting Business Narratives That Captivate, Convince, and Inspire*, by Paul Smith." *Journal of Business Communication* 50.4 (2013): 421.
- "Review of *A Synoptic History of Classical Rhetoric*, by James Murphy et al." *Journal of Technical Writing and Communication* 34.4 (2004): 333-338.
- "Review of *Spurious Coin: A History of Science, Management, and Technical Writing*, by Bernadette Longo." *Journal of Technical Writing and Communication* 32 (2002): 179-184.
- "Review of *Narrative and Professional Communication*, by Jane M. Perkins and Nancy Blyler." *Journal of Technical Writing and Communication* 30 (2000): 403-408.
- "Review of *Worlds Apart: Acting and Writing in Academic and Workplace Contexts*, by Patrick Dias et al." *Journal of Technical Writing and Communication* 30 (2000): 172-175.

"Review of *Should We Risk It? Exploring Environmental, Health, and Technological Problem Solving*, by Daniel M. Kammen and David M. Hassenzahl." *Journal of Business and Technical Communication* 14 (2000): 500-504.

"Review of *The Construction of Intercultural Discourse*, by Tom Koole and Jan D. ten Thije." *Journal of Technical Writing and Communication* 25 (1995): 225-227.

PUBLICATIONS IN PROFESSIONAL OR TRADE MAGAZINES

"Online Teaching Opportunities for Technical Communicators." *Intercom* May 2008: online. Magazine-length article published in *Intercom*, the monthly publication of the Society for Technical Communication. Article encourages technical communicators to bring their professional expertise to the online writing classroom and offers technical communicators advice on how to apply for online teaching positions.

"From Classroom to Workplace: Ten Rules for New Technical Communication Graduates." *Intercom* April 2007: 22-24. Magazine-length article published in *Intercom*, the monthly publication of the Society for Technical Communication. Article describes the most common mistakes that technical communication graduates make when they enter the non-academic workplace and also offers advice on how to avoid these mistakes.

SCHOLARLY PRESENTATIONS

"*Lernfreiheit* from *Lehrfreiheit*: On the Purposes of Academic Freedom & Tenure," American Association of University Professors (AAUP) Annual Conference, Washington, DC (June 2017).

"Imagination, Marginalization & Corporatization: What Is the State of the Humanities Today?" With Sharon Sieber, American Association of University Professors (AAUP) Annual Conference, Washington, DC (June 2016).

"The Great Multimodal Methodological Beatdown: Defending Composition's Disciplinary Identity in Interdisciplinary Departments of English," with Sharon Sieber, Conference on College Composition and Communication, Houston (April 2016).

"The Pleasure of the Text: Risk and Reward of Archival Research in Composition," Conference on College Composition and Communication, Tampa (March 2015).

"Mentoring as a Way to Change a Culture of Academic Mobbing in the Humanities," University of New Mexico Annual (2014) Mentoring Conference, Albuquerque (October 2014).

"When Is a Crisis Not a Crisis? When Is a Trend No Longer a Trend? Competing Perspectives on Contingent Faculty Hiring," American Association of University Professors (AAUP) Annual Conference, Washington, DC (June 2014).

"Interrupting the Writing Program: The Effects of Larger Institutional Structures on WPA Work," Council of Writing Program Administrators, Savannah (July 2013).

"Research Methodologies in WPA Work," WPA-GO Session (Invited Faculty Presenter), Council of Writing Program Administrators, Savannah (July 2013).

"No Writing Program Is an Island: Viewing Composition's Challenges in Relation to Larger Institutional Structures," Conference on College Composition and Communication, Las Vegas (March 2013).

"Meeting Future Challenges through Innovative Pedagogy: A Proposal for Integrating Cases into First-Year Writing Courses," with Sonja Launspach, Two Year College English Association--West, Salt Lake City (October 2012).

"What Is Corporatization? Models of Corporate Governance and Their Relation to Higher Education," American Association of University Professors (AAUP) Shared Governance Conference, Washington, DC (October 2012).

"Engaging Students/Connecting Literacies: Using Case Studies to Foster Critical Writing, Reading, and Thinking," with Sonja Launspach, Council of Writing Program Administrators, Albuquerque (July 2012).

"What Is an Author? Examining Concepts of Authorship in Professional and Technical Writing," Conference on College Composition and Communication, St. Louis (March 2012).

"Corporatization and Governance in Higher Education: Exploring Myths and Realities," American Association of University Professors (AAUP) Fall Conference on Shared Governance, Washington, DC (November 2011).

"Trend, Victim, Crisis, Ally: Keywords in Discussions of Adjunct Faculty in Composition," Council of Writing Program Administrators, Baton Rouge (July 2011).

"Imagining Borders: The Professional Writing Program, the Non-Academic Sphere, and the Global Economy," Conference on College Composition and Communication, Chicago (March 2006).

"A Field Matures: Federal Grant Funding as a Marker of Legitimacy in Rhetoric and Composition," Conference on College Composition and Communication, San Antonio (March 2004).

"Colonizing Discourses: Science, Technology, and Writing Instruction along the Mexico/U.S. Border," Thomas R. Watson Conference in Rhetoric and Composition, Louisville (October 2000).

"A Movable Feast: The Writing Center as Textual Carnival," Conference on College Composition and Communication, Minneapolis (April 2000).

"Arguing in the Classroom!" The West Texas Writing Project Fall and Spring Mini-Conferences, El Paso (October 1999 and February 2000).

"In Whose Backyard? Environmental Equity, the Border, and Nuclear Waste in Sierra Blanca, Texas," Association for Borderlands Studies, Fort Worth (April 1999).

"Drawing a Picture with Words: Using Guided Imagery to Stimulate Thinking about Writing," The West Texas Writing Project Spring Mini-Conference, El Paso (March 1999).

"Public Literacies/Private Spaces: Negotiating Issues of Censorship, Surveillance, and Control in Writing Classrooms Linked to the World Wide Web," Thomas R. Watson Conference in Rhetoric and Composition, Louisville (October 1998).

"Theorizing Computer Classrooms as Sites of Public Discourse: Censorship and Bodily Presence in Classrooms Linked to the WWW," Conference on College Composition and Communication, Chicago (April 1998).

"The Public and Our Programs: Recontextualizing the Public Sphere in Technical and Scientific Communication," The Council for Programs in Technical and Scientific Communication, Austin (October 1997). Published in The Council for Programs in Technical and Scientific Communication, Proceedings 1997, 24th Annual Conference, Spring (1998): 105-6.

"Rhetoric's Place Is ...: Rhetoric of Science and Disciplinary Politics," Conference on College Composition and Communication, Phoenix (March 1997).

"Rhetoric of Progress vs. Rhetoric of Environment: Rearticulating Community Identity along Louisiana's 'Cancer Corridor,'" Conference on College Composition and Communication, Milwaukee (March 1996).

"Community Identity and Environmental Debates," Research Network Forum, Conference on College Composition and Communication, Milwaukee (March 1996).

"Peer, Teacher, Editor: Writing Center Tutors Mediating Conflicting Discourses," Conference on Languages and Literature, Baton Rouge (February 1996).

INTERDISCIPLINARY RESEARCH IN ENVIRONMENTAL STUDIES

"Who Owns the Water? A Case Study of El Paso del Norte." With C. Richard Bath, Department of Political Science, University of Texas at El Paso. Working Paper, No. 23, North America Series. Madison: University of Wisconsin-Madison, Land Tenure Center, November 1998.

"Alternative Solutions for Resolving Water Management Disputes in the Paso del Norte Region." With C. Richard Bath, Department of Political Science, University of Texas at El Paso. Universities Council on Water Resources 98, Hood River, Oregon (August 1998). Published in Cross Currents in Water Policy, UCOWR 98 Proceedings, August (1998): 69-73.

"The Evolution of Mexican Water Law and Policy." With C. Richard Bath, Department of Political Science, University of Texas at El Paso. Association for Borderlands Studies, Nogales, Arizona (February 1998).

AWARDS AND HONORS

Phi Beta Kappa, Phi Kappa Phi, Sigma Tau Delta English Honor Society, Eta Sigma Phi Latin Honor Society

PROFESSIONAL ORGANIZATIONS

American Association of University Professors (AAUP), Association of Rhetoric and Writing Studies (ARWS), Conference on College Composition and Communication (CCCC), National Council of Teachers of English (NCTE), Society for Technical Communication (STC)