

MEGHAN A. SWEENEY, Ph.D.

Saint Mary's College of California
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EDUCATION

- Ph.D. English: Rhetoric and Composition** May 2015
University of Nevada at Reno
Dissertation: *Reinventing Reading: Identifying and Describing Threshold Concepts for College Readers*
- MA English: Creative Writing** May 2006
Graduate Certificate: Teaching Post-Secondary Reading
Graduate Certificate: Teaching Composition
San Francisco State University
- BA English: Literature** Dec 1998
University of California at Irvine

ACADEMIC APPOINTMENTS

2020-present	Associate Professor of English	Saint Mary's College of California
2015-2019	Assistant Professor of English	Saint Mary's College of California
2014-2015	Bilinski Fellow	University of Nevada, Reno
2010-2014	Teaching Assistant	University of Nevada, Reno
2007-2009	Term Lecturer	University of Nevada, Reno
2006-2007	Adjunct English Instructor	Truckee Meadows Community College University of Nevada, Reno
2005-2006	Teaching Assistant	Western States Community College San Francisco State University

ADMINISTRATIVE APPOINTMENTS

2020-present	Director of Composition	Saint Mary's College of California
2019-2020	Chair, Program Review Committee	Saint Mary's College of California
2016-2020	Composition Coordinator	Saint Mary's College of California
2011-2013	Assessment Coordinator	University of Nevada, Reno
2011-2012	English 100-I Coordinator	University of Nevada, Reno
2010-2011	English 105/106 Coordinator	University of Nevada, Reno

Selected administrative duties at Saint Mary's College of California

- Oversee the first-year writing (Composition) program that serves between 400-650 first-year students and between 25-100 transfer students per year;
- Manage faculty matters, including faculty development, recruitment, mentoring of graduate teaching fellows, and evaluation of 15 adjunct faculty within a collective bargaining environment;

- Oversee hiring, scheduling, and curriculum development, abiding by the collective bargaining agreement;
- Resolve student and faculty disputes;
- Oversee program and grant budgets;
- Write grant proposals for the program;
- Provide reports to deans and provosts for various grants and initiatives;
- Manage the departmental assessment process, conduct yearly program-level assessment reviews;
- Oversee programmatic academic program review;
- Serve on Habits of Mind committee to ensure articulation among first-year writing, seminar, and writing in the disciplines;
- Organize and preside at composition committee meetings and represent the program locally and nationally.

Selected Administrative Accomplishments at Saint Mary's College of California

Diversity and Inclusion Initiatives

- Wrote a grant for and was awarded \$38,338 to redesign the composition program to better serve students, especially those from traditionally marginalized groups--including a large Hispanic population (HSI university), along with low-income and first-generation students and students of color--through curriculum, placement, and assessment changes. Over three academic years, I have
 - brought nationally renowned speakers to campus for faculty development;
 - hosted monthly text-based discussions with English and composition faculty to build new curriculum for a cohort class;
 - developed Directed Self Placement processes and materials;
 - assessed the program and confirmed that students placed into the cohort classes complete second semester writing at similar ability levels to those placed into the traditional writing sequence.

Curriculum and Programmatic Support

- Decreased time to graduation by redesigning the curriculum to eliminate basic writing class;
- Reduced course allocation needs for program to save money while still maintaining small course caps of 19-20 for first-year writing classes to emphasize high-quality writing while ensuring all students who needed first-year writing could take the course;
- Created, proposed, and implemented an upper-division writing course for transfer students;
- Designed and implemented the department's first community engagement, professional writing courses, which place students with local nonprofit organizations as writers.

Interdisciplinary Initiatives--Extending Curriculum across Disciplinary Boundaries

- Team designed an interdisciplinary Professional Writing Certificate for undergraduate students. Worked with several departments to ensure buy-in for the certificate and Creation was supported by an internal provost grant.
- Worked with the Core Curriculum Committee, Dean of the Core, and Composition Committee to redesign Writing II as an interdisciplinary research and argument course.

Consulted with professors across the curriculum to discuss writing in the disciplines and vertical curriculum. Collaborated with chemistry professors to design a team-taught section of writing about the sciences.

CONSULTING and VOLUNTEERING

Volunteer Grant Writing, Rainbow Community Center 2022-2023
Work with a team of 5 writers to prospect and write grants to support the LGBTQIA+ center in Concord, CA.

Consultant, University of Nevada, Reno 2019-2020
Consulted and recommended curriculum design for new co-requisite basic reading program.

PUBLICATIONS

Invited Publications

Sweeney, Meghan A. "Rethinking Reading in College: An Across-the-Curriculum Approach." *Journal of Adolescent & Adult Literacy*. Invited book review. 65.1 (2021), pp. 99-101.

Sweeney, Meghan A. "Teaching Readers in Post-Truth America and What is College Reading?" *Composition Studies*. 46.2 (Fall 2020). Review article
https://compositionstudiesjournal.files.wordpress.com/2020/01/sweeny_review_47.2.pdf

McBride, Maureen and Meghan Sweeney. "A Place for Reading Instruction in our Writing Classrooms." *Bedford Bits Blog*. 28 May 2016.
<https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2016/05/28/a-place-for-reading-instruction-in-our-writing-classrooms>
Invited guest blog spot in response to our "Difficulty Paper..." article.

Refereed Articles

Sweeney, Meghan and Crystal Colombini. "(Re)Placing *Personalis*: A Study of Placement Reform & Student Self-Construct in Mission-Driven Contexts." *Journal of Writing Assessment*. Proposal for a special issue accepted. Forthcoming 2024.

Burke Reifmann, Jennifer, Tricia Serviss, and Meghan A. Sweeney. "The AB705 plague is much worse than COVID: Faculty Experiences with State-Mandated Acceleration." *Journal of Basic Writing*. Proposal for special issue accepted. Forthcoming 2023.

Voss, Julia, Meghan A. Sweeney, and Trish Serviss. "Faculty Assets and Responsibilities: Using an Artifact-Based Interview Heuristic to Promote Inclusive and Equitable Writing Instruction." *WPA: Writing Program Administration*. 44.2 (2021)

McBride, Maureen and Meghan A. Sweeney. "Frustration and Hope: Examining Students' Emotional Responses to Reading." *Journal of Basic Writing*. 38.2 (2019).

- Lambrecht, Kathryn, Meghan A. Sweeney, and Jane Detweiler. "The Everywhere and Nowhere Skill: Sustaining the Assessment of Analytical Reading as Critical Thinking Across the Curriculum." *Journal of General Education*. Vol. 68, No. 3-4 (2019), pp. 169-190
- Sweeney, Meghan A. "Audience Awareness as a Threshold Concept of Reading: An Examination of Student Learning in Biochemistry." *Research in the Teaching of English*. 53.1 (August 2018).
- Sweeney, Meghan A. and Dianna Townsend. "An Analysis of Discipline-Specific Academic Language Learning in Middle School Students." *Middle Grades Research Journal*. 12.1 (2018).
- Sweeney, Meghan A. and Maureen McBride. "Difficulty Paper (Dis)Connections: Understanding the Threads Students Weave Between Their Reading and Writing." *College Composition and Communication*. 66.4 (June 2015): 591-614.
- Colombini, Crystal Broch and Meghan A. Sweeney. "A Relational Orientation Toward gWPA Leadership." *Academic Exchange Quarterly* 17.4 (2013): 28-33.
- Sweeney, Meghan. "Listening Rhetorically to Textual Silence: Intimate Partner Homicide Media Coverage." *International Journal of Listening* 26.3 (2012): 146-158.
- Sweeney, Meghan. "The Wikipedia Project: Changing Students from Consumers to Producers." *Teaching English in the Two-Year College* 39.2 (2012): 256-267.
- Sweeney, Meghan. "Encouraging Talking to Learn in Distance Learning." *Academic Exchange Quarterly* 14.1. (2010): 175-80.

Other Publications

- Sweeney, Meghan A. "M.10 Frameworks for Enabling Action via Circulation Studies." *Kairos: Rhetoric, Technology, and Pedagogy*. 21.2 (2016).
http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki: :CCCC2016_M10
- Sweeney, Meghan. Annotated bibliography of Heather Robinson's "Writing Center Philosophy and the End of Basic Writing: Motivation at the Site of Remediation and Discovery" for the *Bedford Bibliography for Teachers of Basic Writing*. Eds. Bob Miller and Chitralkha Dutttagupta. 4th edition. 2015.
- Sweeney, Meghan A. "Review of I.02 'The Things They Carry: First-Year Composition and the Quest for Transferability' in Conference on College Composition and Communication Reviews." *Kairos* 19.1 (2014)
http://praxis.technorhetoric.net/tiki-index.php?page=CCCC2014_I02
- Sweeney, Meghan. "Review of Featured Session N: The Public Work of Contingent Labor" in Conference on College Composition and Communication Reviews. *Kairos* 18.1 (2013)
<http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/2013NSweeney>

Sweeney, Meghan. "Reflecting on UCI's Diversity: Rainbow Festival Offers Color, Culture, Cuisine," *American Perspectives: Readings on Contemporary U.S. Culture*, Eds. Susan Earle Carlin and Colleen Hildebrand, New York: Pearson Education, 2000.

INVITED TALKS and WORKSHOPS

Beyond Saint Mary's College

The American University of Cairo. "From Comprehension to Critique within Communities of Practice: Research-Based Strategies for Teaching Reading Across the Curriculum." Keynote Speaker. March, 2021.

University of Nevada, Reno. "Disciplinary Literacy: Supporting Reading across the Curriculum." Invited Workshop Facilitator. September 2021.

Fordham University. "Engaging Rhetorical Reading: *Using* Texts in First-Year Writing." Invited Workshop Facilitator. April 2021.

Arkansas, Complete College America. "Teaching Reading in a Corequisite Curriculum." Invited Speaker. Community colleges and universities in Arkansas, March 2021.

Nevada State of Higher Education. "Teaching Reading in a Corequisite Curriculum." Invited Speaker. Community colleges and universities in Nevada, February 2021.

University of Illinois, Urbana-Champaign, Writing Center. "Reading in the Writing Center." Invited Facilitator. April 2017. Presentation and workshop on how to help students with reading difficulties in the writing center context.

Northern Nevada Writing Project. "The Anti-Mentor Text: Using Bad Arguments to Scaffold Rhetorical and Critical Analysis Writing." Washoe County High School Teachers, 2013.

Northern Nevada Writing Project. "Teaching Critical Reading with Argument." Washoe County High School Teachers, November 2012.

At Saint Mary's College

"Best Practices in Online Teaching for Writing Intensive Courses." Co-facilitator. *Faculty Development*.

Saint Mary's College, June 2020.

"Conducting Research with Undergraduate Students." Invited speaker. *Board of Directors meeting*. Saint Mary's College, January 2020

"Community Engagement for Jan Term / Summer." Invited speaker. *Faculty Development*. Saint Mary's College, April 8, 2019.

"The Moves that Matter: Creating a Research Space." Keynote Speaker, *High School Librarian Workshop*, Saint Mary's College, CA. January 2018.

"Teaching Reading in the Composition Classroom." *Composition Faculty Development Workshop*, Saint Mary's College, CA. August 2017.

"Scaffolding the Systematic Analysis paper." *Composition Faculty Development Workshop*, Saint Mary's College, CA. August 2016.

At University of Nevada, Reno

"Assigning Reading versus Teaching Reading: A Discussion on how to Scaffold Critical and Rhetorical Reading in our Integrated Reading and Writing Course," *Orientation for new Composition teachers*, University of Nevada Reno. August 2014.

"Rigor, Engagement, and Vigor: How to Challenge Students in our Integrated Reading and Writing Course," *Orientation for Composition teachers*, University of Nevada, Reno. August 2014.

"Publishing as a Graduate Student." *Rhetoric Society Association Student Chapter*, University of Nevada, Reno. March 2013.

"Teaching Critical Reading." *Orientation for new Composition teachers*. University of Nevada, Reno. August 2012.

"Resuscitating Reading in the Composition Classroom." *Teachers Teaching Teachers*. University of Nevada, Reno. February 2012.

"Grading and Evaluating Portfolios." *Orientation for new Composition teachers*. August 2012.

"Avoiding Plagiarism through Assignment Scaffolding." *Orientation for new Composition teachers*. University of Nevada, Reno. August 2011.

"Best Practices for Group Work in the Composition Classroom." *Orientation for new Composition Teachers*. University of Nevada, Reno. August 2009.

"Assignment Sequencing and Scaffolding for First Year Composition." *Orientation for new Composition teachers*. University of Nevada, Reno. August 2008.

“Getting Students Talking: Class Discussion Techniques.” *Orientation for new Composition teachers*. University of Nevada, Reno. August 2007.

CONFERENCE PRESENTATIONS

“Abundant opportunities for critique: Using critical lenses in RID and WID.” *Conference on College Composition and Communication*. March 2024. Proposal submitted.

“(Re)Placing Personalis: A Study of Placement Reform & Student Self-Construct in Mission-Driven Contexts.” *Council of Writing Program Administrators Conference*. Reno, NV. July 2023. Proposal accepted.

“‘The AB705 plague is much worse than COVID’: California Community College Faculty Experiences with and Responses to State-Mandated Acceleration.” *Two-Year College Association*. Chicago, IL. February 2023.

“Writing Teachers Examining a Place for Access in Publics, Programs, Classrooms, and Assignments.” *Conference on College Composition and Communication*. March 2021. Canceled.

“Inclusive Design: Intersections of WPA work.” *Council of Writing Program Administrators Conference*. Reno, NV. July 2021. Conference canceled for 2020. Proposal accepted for 2021.

“Interrogating What We Preach and What We Practice: Guided Self-Study to Propel Inclusive Pedagogical Practices.” *Conference on College Composition and Communication*. Milwaukee, WI. March 2020. Accepted. Conference canceled due to Covid-19.

“Encountering Difference in ‘Liberal’ California: Reports from an Inter-institutional Study of Diversity Learning in Required Writing Courses.” *Conference on College Composition and Communication*. Pittsburgh, PA. March 2019.

“Rhetoric and Reality Across California: Searching for Inclusive FYW Designs across Three Northern California Writing Programs & Soliciting Collaborators.” *8th Annual University of California Writing Program Conference*. Merced, CA. November 2018.
Presented with research assistant and St. Mary’s College student Sophia Cipolla

“Translocal WPA Research: Assessing Diversity Learning in FYW across Three Universities in One Region.” *Council of Writing Program Administrators Conference*. Sacramento, CA. July 2018.

“Fostering Information Literacy in the Era of Fake News: John Oliver, Public Intellectuals, and Transforming Critical Thought in the Composition Classroom.” *Conference on College Composition and Communication*. Kansas City, MO. March 2018.

“(Dis)Embodied Literacies: Identities and Ways of Being.” *Western States Rhetoric and Literacy Conference*, Salt Lake City, UT. October 2017.
Roundtable presentation with undergraduate Saint Mary’s College student, Morgan Walker

- “Diverse Motivations/Diverse Readers: Opening up a Space for Multiple and Competing Motivations Among Basic Reading and Writing Students.” *Conference on College Composition and Communication Regional Summer Conference*, San Jose, CA. June 2017
- “Understanding Perceptions of Ideal Readers and Writers to Cultivate Change for Students in Basic Writing.” *Conference on College Composition and Communication*, Portland, OR. April 2017.
- “Identity at the Borders: An Examination of Students Challenging Academic Institutions.” *Western States Rhetoric and Literacy Conference*, San Diego, CA. October 2016.
- “The (In)Action of College Student Readers: An Examination of Motivation and Self-Efficacy among Basic Reading and Writing Students.” *Conference on College Composition and Communication*, Houston, TX. April 2016.
- “The Everywhere and Nowhere Skill: Sustaining the Assessment of Analytical Reading as Critical Thinking across the Curriculum.” *Council of Writing Program Administrators Conference*, Boise, ID. July 2015.
- “Reading at Risk: A Qualitative Exploration of the Role of Agency,” *Western States Rhetoric and Literacy Conference*. Reno, NV. Nov. 2014.
- “Enacting a Responsive Writing Program by Shifting Strategic Value: One Writing Program’s Response to the Basic Writing Crisis.” *Watson Conference*, Louisville, KY. Oct. 2014.
- “Portfolio-based Assessment of Critical and Rhetorical Reading.” *Council of Writing Program Administrators Conference*. Normal, IL. July 2014.
- “Assessing the Movement of Critical and Rhetorical Literacy across Disciplinary Borders.” *Rhetoric Society of America*. May, 2014.
- “To Invoke is to Define: Examining Invocations of Citizenship in Public Arguments about Post Secondary Literacy Education.” *Conference on College Composition and Communication*. Indianapolis, IN. March 2014.
- “Pedagogy as Material Practice: Using Disciplinary Literacy to Foster Reader Identity.” *Western States Rhetoric and Literacy Conference*. Salt Lake City, UT. October 2013.
- “Fostering Reading Identity for Students in the Developmental Writing Classroom.” *Conference on College Composition and Communication*. Las Vegas, NV. March 2013.
- “Apologizing for Violence: A Comparison of the Media’s Response to Serena Williams’s ‘Tirade’ and John McEnroe’s ‘Joust’.” *Western States Communication Association Conference*. Reno, NV. February 2013.

- “The Role of Group Work in Developing Productive Knowledge of Social Studies Concepts.” *Literacy Research Association Conference*. San Diego, CA. December 2012.
- “Why Johnny Thinks He Can’t Read: Student Perspectives of Reading Difficulties.” *National Council of Teachers of English*. Las Vegas, NV. November 2012.
- “Apologizing for Violence: A Critical Discourse Analysis of the Media Response to Serena Williams’s ‘Tirade’.” *National Women’s Studies Association Conference*. Oakland, CA. Nov., 2012.
- “Connecting the Campus Community through Literacy Discussions.” *Council of Writing Program Administrators Conference*. Albuquerque, NM. July 2012.
- “Reframing the Female Apologia: A Rhetorical Analysis of Victoria Woodhull’s Apologia.” *Rhetoric Society of America*. Philadelphia, PA. May 2012.
- “Textual Silence in Intimate Partner Homicide Media Coverage.” *Feminisms and Rhetorics*. Mankato, MN. October 2011.
- “Sarah Palin and Sor Juana Inés de la Cruz: The Place of Female Rhetors within the Apologia Genre.” *Western States Rhetoric and Literacy Conference*. Phoenix, AZ. October 2011.
- “Writing/Reading: Reading/Writing: A Curricular-Design Case Study of Literacy Inter-Relations.” *Council of Writing Program Administrators Conference*. Baton Rouge, LA. July 2011.
- “Teaching During the Best of Times and the Worst of Times: Reading Classes as Unexpected Boon of Budget Cuts.” *Young Rhetoricians’ Conference*. Monterey, CA. June 2011.
- “Can They Hear Us When We Laugh: Maintaining Student-to-Student Interaction in the Distance Learning Classroom.” *Rocky Mountain Modern Language Association Annual Convention*. Reno, NV. October 2008.

GRANTS & AWARDS

Grants Funded for Departments/ Colleges

OER for Social Justice grant, Saint Mary’s College of California; awarded \$40,000	2023-2025
Academic Growth and Innovation Fund , Saint Mary’s College	2021-2022
Academic Growth and Innovation Fund , Saint Mary’s College; awarded \$38,338	2019-2020
Hilliard Endowment , University of Nevada, Reno; awarded \$5,505	2014
Nevada Humanities Grant , University of Nevada, Reno; awarded \$2,000	2014

Grants and Awards for Scholarship

Filippi Endowment Grant , Saint Mary’s College, \$1,500	2020-2021
Faculty Research Grant , Saint Mary’s College, \$7153.80	2019-2020
Bilinski Dissertation Fellowship , College of Liberal Arts, \$25,000	2014-2015
Travel Grant, WPA conference , Council of Writing Program Administrators, \$100	2014

Travel Grant, CCCC , Council of Writing Program Administrators, \$150	2013
Paper Award , first place, Graduate Student Association, UNR	2013
Outstanding Graduate Student Award , Graduate Student Association, UNR	2013
Travel Grant, WPA conference , Council of Writing Program Administrators, \$100	2012
Paper Award , second place, Graduate Student Association, UNR	2012
Pushcart Prize Nomination , Prose, "Concrete," <i>Branches Quarterly</i>	2003
Wilner Short Fiction Award , San Francisco State University	2002

TEACHING EXPERIENCE

Saint Mary's College of California 2015-present

English 3: Practice in Writing
 English 4: Composition and 4C:
 English 4C/5C: Writing about Writing (hybrid)
 English 5: Argument and Research: Writing in the Disciplines: regular, STEM, and Honors
 English 100: Advanced Composition
 English 100: Writing for Social Change (Community Engagement)
 English 100: Writing for Non-Profit Organizations (Community Engagement)
 English 108: Advanced Research and Argument (transfer students only)
 English 396: Composition pedagogy (graduate students)
 Jan Term: Writing for Change: Grant Writing (Community Engagement - Service Learning)
 First year academic cohort (FYAC-SOLA)
 Seminar 1: Critical Strategies and Great Questions

University of Nevada, Reno 2006-2014

English 098: Basic Composition (in person and online synchronous)
 English 100-I: Composition Intensive
 A three-unit course linked with English 105 and 106
 English 100J: Composition Jumbo
 A five-unit integrated reading, writing, and style course
 English 105: Critical Reading
 A one-unit course linked with English 106 and English 100-I
 English 106: Editing for Style
 A one-unit course linked with English 105 and English 100-I
 English 101: Composition I
 English 102: Composition II: Research and Argument
 English 321: Advanced Expository Writing taught as Professional Writing

Truckee Meadows Community College 2006-2007

English 090: Basic Writing I
 English 101: Composition I

Western Nevada College 2006-2007

English 095: Basic Writing II
 English 098: Basic Writing III

English 101: Composition I

San Francisco State University	2005-2006
English 51: Introduction to College Writing II (Linked course: 51/121)	
English 121: Effective College Reading II (Linked course: 51/121)	
English 114 Composition I	

WRITING CENTER

San Mateo Community College , Writing Center Instructional Aide II	2004-2006
San Francisco State University , Community Access and Retention Program Tutor	2004-2005
San Francisco State University , English Tutoring Center Tutor	2002-2004

SERVICE

PROFESSIONAL SERVICE

Editorial Board Member, <i>Journal of Adolescent and Adult Literacy</i>	2021-present
Review Board Member. <i>Xchanges</i>	2019-present
President of Northern California-Nevada Writing Program Administrators	2019-2020
Vice-President of Northern California-Nevada Writing Program Administrators	2018-2019
Ad-Hoc reviewer. <i>Journal of Basic Writing</i>	2020
Ad-Hoc reviewer. <i>Research in the Teaching of English</i> ,	2018
Ad-Hoc reviewer. <i>Composition Forum</i>	2018
Local Conference Planning Committee Member, <i>CWPA</i>	2016-2018
Graduate Student Award for Writing Committee Member, <i>CWPA</i>	2015-2016
Best Book Award Committee Member, <i>Council of Writing Program Administrators</i>	2014-2015
Local Conference Planning Committee Member, <i>Western States Rhetoric & Literacy</i>	2013-2014
Committee Member, <i>Writing Program Administrators Graduate Organization (WPA-GO)</i>	2012-2014
Ad-Hoc reviewer. <i>Teaching English in the Two-Year College</i>	2012-2013
Volunteer, Western States Communication Association Conference	2013
Volunteer, National Council of Teachers of English Conference	2012

SERVICE AT SAINT MARY'S COLLEGE

College-wide

Habits of Mind Committee	2020-present
Writing across the Curriculum Committee	2020-2021
Career Camp Working Group, invited member	2019-2020
Co-Chair of Program Review Committee, elected committee	2019-2020
Presented on conducting research with undergraduate students (board of trustees)	2019-2020
Program Review Committee, elected committee member	2018-2019
Librarian Archivist Search Committee	2017-2018
Artistic Understanding & Creative Practice Core Curriculum Committee Member	2016-2018

Departmental

Director of Composition	2020-present
Mentor for MFA Fellows	2016-present
Composition Committee Member	2015-present
Performance evaluation report writer for Composition program adjunct faculty	2016-present
Composition Coordinator	2016-2020
Co-Chair of English Department Search Committee	2018-2019
Faculty Development Workshop Facilitator	2016-2020
English Assessment Committee member	2019-2020
Faculty advisor	2017-2021
Observation reports of colleagues	2016-2020
Campus interview participant for English department's new hire	2017, 2018
English Department Scholarship Interview Committee	2017
MFA Steering Committee Member	2016-2017

MENTORSHIP

Tesfai, Leah. Independent Study. Public Service Internship (PSI).	2019-2020
Cipolla, Sophia, Research Assistant.	2018-2020
White, Matthew. "A Disconnect in the Process and Understanding of Prescription Medications." <i>XChanges</i> . 14.2 Fall 2019. http://www.xchanges.org/a-disconnect-in-the-process	2017-2018
Walker, Morgan. "Roundtable: (Dis)Embodied Literacies: Identifying Ways of Being." <i>Western States Rhetoric and Literacy Conference</i> , University of Utah, 2017.	2016-2017
Shokri, Kimiya. "The Persian Under the Rug." <i>Queen City Writers</i> , 5.1, 2016. https://qc-writers.com/2017/03/24/1082/	2015-2016

PROFESSIONAL MEMBERSHIPS

Council of Writing Program Administrators (CWPA)
National Council of Teachers of English (NCTE)
Northern California and Nevada Writing Program Administrator Regional Affiliate