

beth brunk-chavez

Dean of Extended University
Professor of Rhetoric and Writing Studies
The University of Texas at El Paso
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Education

Ph.D. English [1999]

The University of Texas at Arlington
Writing Out of Captivity: The Liberating Rhetoric of Women's Autobiography
Director: C. Jan Swearingen, Ph.D.

M.A. English [1995]

The University of Texas at El Paso
Returning Literature to the Composition Classroom: A Classroom Application
Director: Kate Mangelsdorf, Ph.D.

B.A. Journalism and Mass Communication [1992]

New Mexico State University
With Honors

Honors

University of Texas System Academy of Distinguished Teachers, inaugural class [2013]

Conference on College Composition and Communication Writing Program [2012]
Certificate of Excellence for the First-Year Composition Program at UTEP

University of Texas System Regents' Outstanding Teaching Award, inaugural class [2009]

Publications

Edited Collection

Rucker, T., Shepard, D., Estrem, H., **Brunk-Chavez, B.** (2017). *Retention, persistence, and writing programs*. Utah State University Press.

Refereed Articles and Book Chapters

Brunk-Chavez, B., Pigg, S., Moore, J., Roskinski, P., & Grabill, J. Designing, building, and connecting networks to support collaborative empirical writing research. *Composition Studies*. Forthcoming Spring 2018.

Brunk-Chavez, B. (2017). The Framework for Success goes online: Integrating the Framework into online writing courses. In N. Behm, S. Rankins-Robertson, & D. Roen (Eds.), *The Framework for Success in Postsecondary Writing: Scholarship and application*. Parlor Press. 154-168.

- Quezada, T., **Brunk-Chavez, B.** Posey, E. (2017). Connecting writing students with online programs: UTEP'S Graduate Technical and Professional Writing Certificate Program. In K. Blair and E. Monske (Eds.), *Writing and composing in the age of MOOCs*. 123-136.
- Wojahn, P., **Brunk-Chavez, B.**, Mangelsdorf, K., et al. (2016). When the first language you use is not English: Challenges of language minority college composition students. In T. Ruecker and C. Ortmeier, (Eds.), *Linguistically diverse and immigrant writers: Transitions from high school to college*. Routledge. 173-168.
- Moore, J., Roskinski, P., Peeples, T., Pigg, S., Courant-Rife, M. **Brunk-Chavez, B.**, Lackey, D., Kesler-Rumsey, S., Tasaka, R, & Curran, P. (2016). Revisualizing composition: How first-year writers use composing technologies. *Computers and Composition*, (39) 1-13.
- Ruecker, T. & **Brunk-Chavez, B.** (2016). Digital writing spaces across institutions on the U.S.-Mexico border. In D. DeVoss and J. Purdy (Eds.), *Writing instruction, infrastructure, and literacies*. Lansing: Sweetland Press/University of Michigan Press.
<http://www.digitalwriting.org/ms/ch11a.html>
- Brunk-Chavez, B.**, Wojahn, P., Mangelsdorf, K., et al. (2015). Exploring the contexts of U.S.-Mexican border writing programs. In D. Martins (Ed.), *Transnational Writing Program Administration*. (138-159). Logan, UT: Utah State University Press.
- Dryer, D., Bowden, D., **Brunk-Chavez, B.**, Harrington, S., Halbritter, B. & Yancey, K.B. (2014). Revising WPA outcomes for a multimodal, digitally composed world: The WPA Outcomes Statement for first-year composition (version 3.0). *Writing Program Administration*, 38, (1): 129-148.
- Pigg, S., Grabill, J., **Brunk-Chavez, B.**, Moore, J., Roskinski, P, & Curran, P. (2014). Ubiquitous writing, technologies, and the social practice of coordination. *Written Communication*, 31,(1): 91-117.
- Brunk-Chavez, B.**, & Fourzan-Rice, J. (2014). Digital writing assessment in action: Programmatic assessment in the classroom. In D. DeVoss & H. McKee (Eds.), *Digital writing assessment and evaluation*. Logan, UT.: Computers and Composition Digital Press/Utah State University.
http://ccdigitalpress.org/dwae/11_brunk.html
- Brunk-Chavez, B.** & Arrigucci, A. (2012). An emerging model of student feedback: Electronic distributed assessment. *Composition Studies*, 40,(1), 60-77.
- Brunk-Chavez, B.**, & Palsole, S. (2011). The Digital Academy: Preparing faculty for digital course development. In J. Miller & J. Groccia. (Eds.), *To improve the academy: Resources for faculty, instructional, and organizational development*. (17-30). Indianapolis: John Wiley.
- Palsole, S., **Brunk-Chavez, B.**, Melarkod, V. & Varela, S. (2010). Using multimedia to engage faculty in development opportunities : A project for incorporating reading comprehension across disciplines. In *Proceedings of World Conference on Educational Media and Technology 2010* (pp. 2248-2257). Association for the Advancement of Computing in Education (AACE).
- Brunk-Chavez, B.** (2010). Embracing our expertise through faculty and instructional development. *Writing Program Administration* 34, (1): 152-155.

- Brunk-Chavez, B., & Palsole, S.** (2010). Case study: A collaborative of content designers and developers. In B. Hewett & C. Robidoux, (Eds.), *Virtual collaborative writing in the workplace: Computer-mediated technologies and processes*. (112-127). Hershey, PA: IGI Global.
- Brunk-Chavez, B., & Miller, S.** (2009). The hybrid academy: Building and sustaining a technological culture of use. In H. Auchincloss McKee, D. DeVoss, & D. Selfe. (Eds.), *Technological ecologies and sustainability: Methods, modes, and assessment*. Logan, UT: Computers and Composition Digital Press/Utah State University Press. <http://ccdigitalpress.org/tes/index2.html>
- Brunk-Chavez, B. & Fredericksen, E.** (2008). Predicting success: Increasing retention and pass rates in college composition. *Writing Program Administration* 32, (1): 76-96.
- Brunk-Chavez, B. & Miller, S.** (2007). Decentered, disconnected, and digitized: The importance of shared space. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 11, (2). <http://kairos.technorhetoric.net/11.2/binder.html?topoi/brunk-miller/index.html>
- Brunk-Chavez, B.** (2004). What's so funny about Stephen Toulmin? Using political cartoons to teach the Toulmin analysis of argument. *Teaching English in the Two-Year College*, 32, (2): 174-185.
- Brunk-Chavez, B.** (2003). If these walls could talk: Structural inhabitants in the works of Charlotte Perkins Gilman and Remedios Varo. *Studies in American Culture* 26, (2): 71-87.
- Brunk-Chavez, B. & Martin, J.** (2002). The journey out: Conceptual mapping of the writing process. *Academic Exchange Quarterly*, 6, (3): 193-97.
- Brunk, B.** (2001). *En otras voces: Multiple voices in Sandra Cisneros' The House on Mango Street*. *Hispanofila* 133: 137-150.

White paper/Blogs/Other

- Bay, J. & **Brunk-Chavez, B.** (2017). Taking a history of rhetoric class with C. Jan Swearingen. *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric and Composition*. http://peitho.cwshrc.org/files/2017/10/Tributes-to-Jan-Swearingen_20.1.pdf
- Ruecker, T., & **Brunk-Chavez, B.** (2017). Supporting student success in online classes. University of Colorado Press Blog. <https://upcolorado.com/about-us/blog/item/3309-supporting-student-success-in-online-classes>
- Brunk-Chavez, B., & Munoz, N.** (2016). What it takes to make "military-friendly" a reality. *Evolution*. http://evollution.com/revenue-streams/extending_lifelong_learning/what-it-takes-to-make-military-friendly-a-reality/
- Brunk-Chavez, B., Salazar, R., & Milligan, T.** (2016). Supporting returning students on the pathway to success. *Evolution*. <http://evollution.com/attracting-students/retention/supporting-returning-students-on-the-pathway-to-success/>
- Brunk-Chavez, B.** (2015). Online students require greater engagement from institution. *Evolution*. <http://evollution.com/opinions/online-students-require-greater-engagement-institution/>

Grabill, J., Hart-Davidson, W., Pigg, S., McLeod, M., Curran, P., Moore, J., Roskinski, P., Peeples, T., Rumsey, S., Courant Rife, M., Tasaka, R., Lackey, D., **Brunk-Chavez, B.** (2010). Revisualizing composition: Mapping the writing lives of first-year college students.
http://www2.matrix.msu.edu/wp-content/uploads/2013/08/WIDE_writinglives_whitepaper.pdf

Reprints

Grabill, J., Hart-Davidson, W., Pigg, S., McLeod, M., Curran, P., Moore, J., Roskinski, P., Peeples, T., Rumsey, S., Courant Rife, M., Tasaka, R., Lackey, D., **Brunk-Chavez, B.** (2010). Revisualizing composition: Mapping the writing lives of first-year college students. Reprinted in E. Wardle & D. Downs. *Writing about writing: A college reader*. Second ed. New York: Bedford/St. Martins, 2014.

Brunk, B. (2001). *En otras voces: Multiple voices in Sandra Cisneros' The House on Mango Street*. *Hispanofila*, 133, 137-50. Reprinted in H. Bloom (Ed.). *Bloom's modern critical interpretations*. (2010). New York: Infobase Publishing. 141-156.

Developed

Roen, D., & **Brunk-Chavez, B.** *A Writer's goals*.

Reviews and Encyclopedia Entries

Brunk-Chavez, B. (2005) Review for *Arts of living: Reinventing the humanities for the 21st century*. K. Spelmeyer. *Composition Studies* 33(1): 140-143.

Brunk-Chavez, B. (2002). Voicing concerns, sharing lives: The rhetorical power of narrative. Review for *Women escaping violence: Empowerment through narrative* (E. Lawless) and *Water drops from women writers: A temperance reader*. (C. Mattingly, Ed.). *Enculturation: A Journal of Rhetoric Writing, and Culture* 4(2). http://enculturation.gmu.edu/4_2/brunk.html

Brunk, B. (2001). Review for *The masculinized woman in America: 1890-1935*. L. Behling. *Newsletter for Popular Culture Association in the South*.

Brunk, B. (2001). Four entries for the *Dictionary of American Literary Characters*. 2nd ed. F. Grayson, Ed. Entries on *Beloved*, *The Joy Luck Club*, *Song of Solomon*, & *Love Medicine*. Facts on File Library of American Literature.

Textbook Ancillaries

Brunk, B. (2000). Companion website for *Perspectives on argument*. 3rd ed. N. Wood. Upper Saddle River: Prentice Hall.

Wood, N., & **Brunk, B.** (2000). Instructors' manual for *College reading*. Upper Saddle River, Prentice Hall.

Wood, N. & **Brunk, B.** (1998). Suggestions for teaching with "The Rhetoric." Instructors' manual for *Perspectives on argument*. 2nd and 3rd eds. and *Writing argumentative essays*. 1st and 2nd eds. Upper Saddle River, Prentice Hall.

Brunk, B. (1998). Handouts to facilitate classroom management. Instructors' manual for *Perspectives on argument* 2nd and 3rd eds. and *Writing argumentative essays*.

Grants Awarded

Brunk-Chavez, B., Shaffer, N., Varela, S., Storey-Gore, T., & Meeuwen, H. (2008). Professional development modules project in reading comprehension. Texas Higher Education Coordinating Board. \$245,389.

Brunk-Chavez, B. (2007-2008). Study to understand and prevent dropout and failure in first-semester composition at a minority-serving institution. The University of Texas at El Paso. \$1,000.

Brunk-Chavez, B. (2003-2004). An inquiry-based approach to teaching first-year writing. The University of Texas at El Paso. \$2,000.

Brunk-Chavez, B. (2003). Development of a professional website to support teaching and scholarship. Digital Media Center. The University of Texas at El Paso. \$2,000.

Brunk-Chavez, B., Arndt, C., and Yook, E. (2000). Curricular development and integration grant for cluster one, package d. School of General Education. James Madison University.

Conference Presentations & Workshops

Cultivating new lines of inquiry: Expanding research and advocacy for multilingual Latinx writers in the borderlands and beyond. Conference on College Composition and Communication. Portland, March 2017.

Retention, persistence, and writing programs: Supporting student success. Workshop. Conference on College Composition and Communication. Portland, March 2017.

Asking questions about student challenges and successes in border writing programs. Conference on College Composition and Communication. Houston, April 2016.

Connecting with online students: An administrative perspective. Computer Connection at the Conference on College Composition and Communication. Houston, April 2016.

Mitigating obstacles for multilingual populations in first-year writing: Observations and suggestions from a multi-institutional study on the U.S.-Mexico border. Boise, July 2015.

Sustaining student success: Retention and persistence in first-year writing courses. Writing Program Administration. Boise, July 2015.

Promoting online student success through an integrated contact center. Innovations in Online Learning. San Antonio, May 2015. With Josie Carmona.

Three ways of starting and sustaining conversations about (teaching) writing: The Framework for Success in Postsecondary writing, the WPA Outcomes Statement, and Threshold Concepts. Conference on College Composition and Communication. Tampa, March 2015. Workshop with Darsie Bowden, Susanmarie Harrington, Dylan Dryer, and Kathleen Blake Yancey.

Investigating first-year composition's role in student persistence. Conference on College Composition and Communication. Tampa, March 2015.

Mentoring graduate students on the promise and perils of writing program administration work. Writing Program Administration. Normal, July 2014.

WPA Outcomes Statement revision for a multimodal, digitally composed world. Conference on College Composition and Communication. Indianapolis, March 2014. Co-presenter with Darsie Bowden, Dylan Dryer, Kathleen Blake Yancey, Susanmarie Herrington, and Bump Halbritter.

The view from here and over there: How WPA work prepares us for work beyond (but very much connected to) First-Year Writing. Writing Program Administration. Savannah, July 2013.

Writing Program Administration Outcomes Statement revision. Writing Program Administration. Savannah, July 2015. Co-presenter with Dylan Dryer, Joe Bizup, and Susanmarie Herrington.

Focus on transfer: What matters beyond first-year writing programs. National Council of Teachers of English. Las Vegas, November 2012.

Electronic distributed evaluation: An effective and efficient method for evaluating student writing: Assessing program success. Texas Higher Education Coordinating Board Conference. Austin, October, 2012.

Connecting point A to point B: Professional development in a writing program. Writing Program Administration. Albuquerque, July 2012.

Writing Program Outcomes Statement revisited: Writing in digital environments. Writing Program Administration. Albuquerque, July 2012. Co-presenter with Darsie Bowden and Doug Downs.

Cross-training as preparation: Getting ready to teach....and then teaching. Writing Program Administration. Albuquerque, July 2012.

Re-visualizing composition: Phase 2. Conference on College Composition and Communication. St. Louis, March 2012.

Restructuring a First-Year Composition program: Sustainability, research, and challenges. National Council of Teachers of English. Chicago, November 2011.

Where are they going and why? How can we empower them to stay? Retention and First-Year Composition. Writing Program Administration. Baton Rouge, July 2011.

- The writing lives of college students: Motivating First-Year Composition instruction. Conference on College Composition and Communication. Atlanta, April 2011.
- Writing assessment: A new approach to broadening the audience and ensuring fairness. National Council of Teachers of English. Orlando, November 2010.
- Asking questions instead of creating arguments: Inquiry-based writing instruction. Writing Program Administration. Philadelphia, July 2010.
- Student, mentor, teacher, admin, professional: How can WPAs prepare GTAs for multiple roles? Writing Program Administration. Philadelphia, July 2010.
- Reading comprehension across disciplines: An online faculty development project. Texas Community College Teacher's Association. Houston, March 2010.
- Making the remix work: Providing professional development for renewal. Conference on College Composition and Communication. Louisville, March 2010.
- An emerging model for student feedback: Electronic distributed assessment. Writing Program Administration. Minneapolis, July 2009.
- The Hybrid Academy: Building and sustaining a technological culture of use. The Thomas Watson Conference: The New Work of Composing. Louisville, October 2008.
- Course redesign as a catalyst for renewed faculty/professional development. Writing Program Administration. Denver, July 2008.
- The Hybrid Academy: Building and sustaining a culture of use. Computers and Writing. Detroit, May 2007.
- Technological Ecologies: Methods, Modes and Assessment. Computers and Writing. Detroit, May 2007. Workshop.
- Planning for a comprehensive assessment. Conference on College Composition and Communication. New York, March 2007.
- Decentered, disconnected, and digitized: Why students adapt successfully to the online environment. Computers and Writing. Lubbock, May 2006.
- Creating a Hybrid Academy: Building and effective model for online teaching. Teaching and Learning with Technology Conference. West Lafayette, February 2005.
- Challenging the canonical structure of power: Renovation or demolition? Rhetoric Society of America. Austin, May 2004.
- DOA at the DOE? Rhetoric and composition seeks legitimacy at the Department of Education. Conference on College Composition and Communication. San Antonio, May 2004.

- Pre-tenure/postpartum: The rhetorics and challenges of womanhood in the academy. *Intersections: Critical Locations of Feminist Rhetorical Practice—Feminism(s) and Rhetoric(s)*. Columbus, October 2003.
- Shaking down the patterns of patriarchy: The rhetoric within *The Living of Charlotte Perkins Gilman*. American Women Writers' Association. Fort Worth, September, 2003.
- The new model of womanhood: It's lesbian, it's menopausal, and it's on trial by the SEC. Popular Cultural Association of the Southwest. Albuquerque, February 2003.
- Teaching the rhetorical traditions without precedent in the formation of a writing minor. Rhetoric Society of America. Las Vegas, May 2002.
- Crafting a model of new womanhood: Too much of a good thing? *Feminist Literacies: Resisting Disciplines—Feminism(s) and Rhetoric(s)*. Decatur, October 2001.
- Perhaps these walls do speak: Structural inhabitants in the works of Charlotte Perkins Gilman and Remedios Varo. Popular Cultural Association National Conference. Philadelphia, April 2001.
- What's so funny about Stephen Toulmin? Using cartoons to teach the Toulmin analysis of argument. Conference on College Composition and Communication. Denver, March 2001.
- And then things began spiraling out of control: VH1's *Behind the Music* and the integration of life and song. Popular Culture Association of the South. Nashville, October 2000.
- What do you mean the narrator might not be reliable? Invitations to teaching ethos. Rhetoric Society of America. Washington D.C., May 2000.
- "If I could be like Mike": Introducing ethos through advertising. Conference on College Composition and Communication. Minneapolis, April 2000.
- Fleeing captive spaces: Autobiography and (or as the) rhetoric of emancipation. *Challenging Rhetorics: Cross Disciplinary Sites of Feminist Discourse—Feminism(s) and Rhetoric(s)*. Minneapolis, October 1999.
- The rhetoric of women's autobiography: The hidden seen, the silenced heard. Conference on College Composition and Communication. Atlanta, March 1999.
- The mark on the body: Bodies as texts, bodies as agents in Maxine Hong Kingston's *The Woman Warrior*. Arlington Humanities Colloquium. Arlington, April 1998.
- Spinning the same yarn into new patterns: The limitations and possibilities of narrative in the composition classroom. Conference on College Composition and Communication. Chicago, April 1998.
- The mark on the body: Bodies as texts, bodies as agents in Toni Morrison's *Beloved*. South Central Women's Studies Association. Houston, March 1998.

The conversion narrative as social criticism: Victorian novels *Hard Times* and *The Water Babies*. Western Conference on British Studies. Forth Worth, October 1997.

Reclaiming rhetorical power in the realm of religion: *The Book of Margery Kempe*. From Boundaries to Borderlands: Intersections of Feminism(s) and Rhetoric(s). Corvallis, August 1997.

The conversion narrative of Victorian novels *Hard Times* and *The Water Babies*. Arlington Humanities Colloquium. Arlington, April 1997.

Rhetorical power in the realm of religion: *The Book of Margery Kempe*. Graduate Student Research Symposium. Arlington, November 1996.

The voice of 'this creature': A rhetorical glance at *The Book of Margery Kempe*. English Graduates for Academic Development. Commerce, July 1996.

En otras voces: Multiple voices in Sandra Cisneros' *The House on Mango Street*. Arlington Humanities Colloquium, Arlington, April 1996.

Interviews

UTEP Connect. Focus on Campus, KTEP. 2015.
<http://ktep.org/post/focus-campus-utep-connect>

Little Orange Book. Academy of Distinguished Teachers. 2015.
<https://www.youtube.com/watch?v=iL7FpjmuYsk>

Mentoring Matters. 2015.
<https://www.youtube.com/watch?v=d6UOGz9V6s>

Extended University. 2015.
https://www.youtube.com/watch?t=162&v=_yrYYp7nPIA

Innovations in Online Learning Conference. March 2014.
<https://vimeo.com/95042560>

Centennial Stories. 2014.
<https://vimeo.com/86333717>

Finish@UT. Nov. 2013.
<https://www.youtube.com/watch?v=2Uwz21q3Fps>

Invited Talks and Workshops

Power of influence. Leadership and communication series. UTEP, 2017.

Gravitas. Students Affairs professional development series. 2016.

Addressing differences among the diverse: Mitigating obstacles for multilingual student writers. Hutton Lecture Series. Purdue University, 2016.

WPA Outcomes, digital media, and multilingual students. Washington State University, 2015.

Collaboration. Workshop for Engineering graduate students. UTEP, 2013.

Curricular (re)design. Sun Conference pre-conference workshop. UTEP, 2012.

Teaching hybrid courses. Department of English. UTEP, 2012.

Welcome back, Miners! Online learning workshop. UTEP, 2012.

Reading comprehension strategies that work! Center for Effective Teaching and Learning. UTEP, 2011.

Beyond the classroom experience: Mentoring for student success. Sun Conference. UTEP, 2011.

FYC@UTEP: Embracing our expertise not our inevitability! UTEP Aware. UTEP, 2011.

Teaching effective reading comprehension. Center for Effective Teaching and Learning. UTEP, 2010.

Social networking in academia: Shared spaces. Instructional Support Services Workshop. UTEP, 2010.

Gender, communication, and the academic workplace. NSF Advance Grant Workshop. UTEP, 2009.

Documenting your accomplishments workshop: Creating an electronic professional portfolio for tenure, promotion, and awards. Center for Effective Teaching and Learning. UTEP, 2009.

Writing a personal statement. UTEP Graduate School Expo. UTEP, 2009.

Improving your students' reading comprehension. Center for Effective Teaching and Learning. UTEP, 2008.

Pedagogy and technology. Teaching with technology discussion/workshop for History PhD students. UTEP, 2008.

Discussion and social networking. Course redesign workshop. UTEP, 2008.

Focus. IMPACT Fellow Presentation. UTEP, 2007.

Collaboration, Technology, Pedagogy, and Writing. Women's Studies Brownbag. UTEP, 2007.

Teaching writing with technology. First-Year Writing Orientation. UTEP, 2006.

Teaching writing online. Center for Effective Teaching and Learning. UTEP, 2006.

Welcome to the 21st century: Pull up a keyboard. English Department Colloquium. UTEP, 2005.

Administrative Appointments

Dean of Extended University

[2016-present]

Primary responsibilities include oversight of the Center for Instructional Design, Public and Professional Programs, and UTEP Connect.

Interim Dean of Extended University

[2015-2016]

Primary responsibilities include oversight of the Military Student Success Center, Public and Professional Programs, and UTEP Connect.

Senior Associate Dean of Extended University

[2014-2015]

Primary responsibilities include building UTEP's capacity to deliver fully online degree programs: curriculum and course development, scheduling, policy interpretation and writing, processes (admissions, registration, advising, conferral), promoting effective online teaching, overseeing the UTEP Connect Contact Center for student success.

Associate Dean of the College of Liberal Arts

[2011-2014]

Primary responsibilities include advising students on probation or academic suspension, piloting a Supplemental Instruction program, improving advising processes, co-authoring and passing the Graduate School Fast Track proposal, overseeing the Outstanding Thesis selection process, facilitating online program development in the college, and serving on a range of committees.

Director of the Bachelor of Multidisciplinary Studies

[2011-2014]

Primary responsibilities include program planning for face-to-face and online courses, holding regular meetings with the advisors, serving as a point of contact for the face-to-face as well as online students, approving graduation applications.

Chair of Finish@UT Academic Affairs Committee

[2011-present]

Primary responsibilities include developing the Finish@UT program at UTEP; coordinating course offerings, scheduling, admissions, financial aid, transcribing, and marketing; calling virtual meetings; providing enrollment updates for the four University of Texas campuses; coordinating the approval of new courses.

Director of First-Year Composition

[2008-2013]

Primary responsibilities include overseeing approximately 60 instructors (full-time lecturers, part-time instructors, Master's-level teaching assistants, and doctoral-level assistant instructors), reviewing and redesigning the curriculum, planning a new evaluation and assessment process, instituting hybrid course delivery across the program, providing professional development opportunities, annually revising the *Guide to First-Year Composition*, teaching composition theory and pedagogy.

Academic Appointments

University of Texas at El Paso	[2002-present]
Associate Professor	[2009-present]
Assistant Professor	[2002-2009]
James Madison University	[1999-2002]
Assistant Professor	
University of Texas at Arlington	[1995-1999]
Graduate Teaching Assistant	
University of Texas at El Paso	[1993-1995]
Teaching Assistant	

Courses Taught

Undergraduate at UTEP

Advanced Composition I
 Advanced Composition II
 Editing
 Research and Critical Writing
 Writing about Literature
 Senior Writing Practicum
 Independent Studies
 Writing for the Web
 Women in the History of Rhetoric

Graduate at UTEP

Composition Theory and Pedagogy	master's
Writing Program Administration	master's
Rhetorical Theory	master's
Argument and Persuasion	master's
Introduction to RWS	master's

History of Rhetoric II doctoral

Rhetoric and Technology doctoral

Graduate Student Mentoring

Doctoral students

Name	Title	Role	Graduation
Sidouane Patcha			Expected May 2019
Dean Straight			Expected May 2019
Jennifer Falcon		Director	Expected May 2018
R.J. Lambert		Director	Expected May 2019
Lizbett Tinoco	Community college WPA	Director	Expected May 2018
Tanya Robertson	African Americans in the rhetorical tradition: An analysis of Jacqueline Jones Royster and Shirley Wilson Logan's participation and position in rhetoric and writing studies	Second reader	Expected May 2018
Annalisa Perez	Rhetoric and Engineering	Outside reader	December 2016
Judith Fourzan	Reframing writing assessment through Bergsonian hermeneutics	Director	December 2016
P.J. Vierra	The rhetorical history of institutions	Director	July 2016
Cassandra Dulin	Exploring the institutional and programmatic support systems in writing for the non-traditional student in the California State University System	Director	May 2016
Melanie Salome	A critical analysis of the rhetoric of education reform in the United States	Director	May 2016
Zachary Warzecka	From mediation to emplacement: Anti-dualistic approaches to multimodal rhetoric	Director	May 2016

Nikki Agee	Animating composition: Using 3D animation for scientific visualization in technical writing classes	Director	May 2016
Rajendra Panthee	Inviting citizen designers to design learning management system (LMS) interfaces for student agency in a cross-cultural digital contact zone	Director	December 2014
Ramesh Pokharel	(Re)mapping the rhetorical situation: Toward a transactional networked ecology	Director	July 2014
Theresa Quezada	BureauSpeak: A rhetorical analysis of municipal employees' professional writing and speaking	Director	December 2013
Lauren Connolly	Constructing a participatory citizenship: Rhetoric and agency of the Revolutionary Association of the Women of Afghanistan	Second reader	Summer 2014
Randall Monty	Theoretical communities of practice: Defining the University Writing Center as a cultural and disciplinary contact zone	Second reader	May 2013
Todd Ruecker	Writing across institutions: Studying the curricular and extracurricular journals of Latino students transitioning to college	Second reader	May 2012
Phanindra Upadaya	Politics of hegemony and denial in the rhetoric of language and education policy in Nepal: A critical discourse analysis of policy documents and government sponsored textbooks (1960-2009)	Second reader	December 2010
Hector Carbajal	Re-inventing the self and the social: The use of memory in nineteenth and twentieth century autobiographies of rhetors of color	Director	August 2010
Robert Tinajero	Hip hop rhetoric: Relandscaping the history of rhetoric	Second reader	December 2010
Christie Daniels	Remapping evil: Locating,	Second	August 2010

	spacializing, and depicting morality	reader	
Cristina Ramirez	Claiming the discursive self: Mestiza rhetorics of Mexican women journalists 1876-1924	Director	July 2009
Anita August	Rival radical feminists—Frances Willard and Ida B. Wells: The rhetorical <i>slugfest</i> of two nineteenth-century queen bees over lynching	Second reader	July 2009

Master's students

Name	Title	Role	Graduation
Diana Esparza	Oral exam	Outside committee members, Music	May 2016
Leopoldo Negrete	East vs. West: The Civil War in the El Paso region	Outside committee member, History	May 2015
Joshua Goldstein	Oral exam	Outside committee member, Music	May 2014
Brandon Brock	Assessment and multimodality: Rethinking grades in the English classroom	Outside committee member, English Education	December 2013
Elisa Gomez	Oral exam	Outside committee member, Music	December 2013
Rocky Orozco	<i>Al Nakheel</i> : The Palm Tree Academy Newsletter	Director	December 2012
Alma Rojo	Unlocking technoliteracy	Director	May 2011
Levi Martin	(Re)mapping the British Petroleum oil	Director	August 2010

	spill: An application of rhetorical theory		
Audrey Cisneros	Workplace documents for Reynold's Home: An application of visual and electronic rhetoric	Second reader	May 2010
Helena Yip	Oral exam	Outside committee member, Music	May 2010
Keith Rose	A performance preparation guide for <i>Concerto for Bass Trombone and Orchestra</i>	Outside committee member, Music	May 2010
Nikki Agee	Silent subjects: Silence in theories of subjectivity	Second reader	August 2009
Jennifer Rhae Maya	Incriminating silence: A study of the rhetoric of silence through Sor Juana	Director	May 2009
Annette Arrigucci	Analyzing teacher and student attitudes toward online hybrid classes	Director	May 2008
April Reneau	Determining basic voice clarification of high school choir students	Outside committee member, Music	May 2008
Carolyn Drapes	University Writing Center website project: Progress report and process narrative	Second reader	May 2008
Rosanna Reyes	Readings of Latinas in <i>Desperate Housewives</i>	Outside committee member, Communication	May 2008
Shawn Miller	Mediated and distance learning: Digital development handbook	Director	August 2007
Victor Barajas	<i>Los migrantes</i> : A visual and oral narrative of the undocumented immigrant experiences	Second reader	May 2007

Jean Schiltzkus	Angels with guns: A rhetorical analysis of contemporary mediated action heroine	Outside committee member, Communication	May 2007
Doreen Heep Redinus	Leadership style, motivational language, and quality of relationship: Perceptions of personal trainers' leadership styles and use of motivational language and its effects on the perceived quality of relationship between clients and trainers	Outside committee member, Communication	May 2006
Zoraya Davidson	Gender issues: The visual images and implicit content used by magazine advertisements not only to demean and objectify women but promote promiscuity and violence against women	Second reader	May 2006
Annalisa Perez	A step towards effective communication between science and engineering and the arts and humanities: Quantitative application of pentadic ratios to communicate scientific effectiveness to the humanities	Outside committee member, Interdisciplinary Studies	May 2005
Iris Hale	Helping teens tick through the power of imagination	Second reader	May 2005
Alfred Chavez	Child care services student manual	Second reader	December 2004
Elizabeth Carrillo	A case study of nontraditional basic writers	Director	August 2004
Daniel Duarte	Electronic writing technologies and the third sophistic	Director	May 2004
Elizabeth Manzutto-Carney	Rhetorical issues in producing newsletters: "The Folio"	Director	May 2003

Professional Services and Activities

Discipline

Reviewer for <i>Peitho</i>	[2015-present]
Task force for Writing Program Administrators Outcomes Statement 3.0 Invited Revision approved by WPA Executive Council July 2014	[2011-2014]
Review committee for <i>Best of Rhetoric and Composition 2014</i> Invited	[2014]
Review committee for best WPA journal article Invited	[2014]
Chair	[2015]
National Council of Teachers of English Steering Committee Elected position	[2009-2012]
Assistant chair	[2011-2012]
Ohmann Award committee, best article in <i>College English</i>	[2010-2012]
Ohmann Award committee chair	[2011]
Council of Writing Program Administrators Conference proposal selection Committee	[2011]
Ad hoc committee for MLA conference panels	[2010]
Nominated for Executive Board	[2013]
Occasional reviewer for <i>WPA journal</i>	
Editorial Board member for <i>Journal for Hispanics in Higher Education</i>	[2008-present]
College on Conference Composition and Communication Nominated for Executive Board	[2012]
Proposal review for conference	[2001]
Popular Culture Association Newsletter Co-editor	[2001-2002]
Reviewer for <i>a/b: Autobiography Studies</i>	[2000-2001]

University of Texas System

University of Texas System Regent's Academy of Distinguished Teachers President-elect	[2015-2017]
Publication chair Editor of <i>The Little Orange Book: Short Lessons in Excellent Teaching</i>	[2013-2015]
Evaluator for University of Texas System Regents' Outstanding Teaching Award	[2014, 2015]

Texas Higher Education Coordinating Board

Undergraduate Education Advisory Committee [2013-2016]

University of Texas at El Paso

Liberal Arts Dean Search Committee Chair [2017-2018]

Provost Search Committee [201

Export Control Committee [2017-present]

Center for Effective Teaching and Learning Fellow [2015-2017]

Teaching Effectiveness Committee [2015]

Fees Review Committee [2013-2015]

On-Campus Student Employment Review Committee [2013-2015]

Advising Task Force [2014-2015]

Dean of Education Search Committee [2013]

Review UTEP's Regents' Teaching Award Nominations [2013]

Presenter at On-Campus Student Employee Workshop [2013]

Presenter at Student Orientation for parents [2012, 2011]

Online Learning Advisory Committee
Liberal Arts representative [2012-2014]

Provost Search Committee [2010]

Workshop leader for 21st Century Scholars program [2015, 2013, 2012]

Leadership Academy
Inaugural class [2010-2011]

Revenue Enhancement through Instructional Activity Committee
Chair [2011]

Department of English

Steering Committee [2007-2013]

Hybrid Academy Co-developer and facilitator	[2004-2005]
Faculty Senate	[2004-2005]
Library Liaison	[2003-2005]
Rhetoric and Writing Studies Committee	[2002-present]
First-Year Composition Program Composition Committee	[2002-2008]
Assistant Director	[2003, 2004, 2008]
Director of Assessment	[2004, 2005, 2007]