

Beth Brunk

Dean of Extended University
Professor of Rhetoric and Writing Studies
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Education

Ph.D. English	[1999]
The University of Texas at Arlington	
M.A. English	[1995]
The University of Texas at El Paso	
B.A. Journalism and Mass Communication	[1992]
New Mexico State University	

Administrative Professional Development

Academy for Innovative Higher Education Leadership Arizona State University/Georgetown University	[2021-2022]
The University of Texas at El Paso Leadership Development Institute	[2010-2011]
Council of Writing Program Administrators WPA Workshop	[2009]

Administrative Appointments, Responsibilities, and Key Accomplishments

Dean of Extended University [2016-present]

Responsibilities

Oversight of the Center for Instructional Design, Osher Lifelong Learning Institute, Professional and Public Programs, and UTEP Connect as well as a business center and marketing services

- Oversee 47 staff and 6-8 student workers with 5 direct reports
- Budget of approximately \$20 million
- Serve on university deans' council, university provost council, and multiple leadership committees

Accomplishments

- Grew online program portfolio to 27 undergraduate and graduate degrees and certificates
- Renamed and rebranded Extended University (in progress)
- Redesigned Professional and Public Programs
- Established youth program office
- Supported university faculty during the pandemic

Interim Dean of Extended University

[2015-2016]

Responsibilities

Oversight of the Military Student Success Center, Professional and Professional Programs, and UTEP Connect.

Accomplishments

- Launched online program portfolio
- Promoted effective online teaching
- Established various support services for fully online degree seeking students

Senior Associate Dean of Extended University

[2014-2015]

Responsibilities

- Assisted Dean in developing the infrastructure to offer fully online degree programs

Accomplishments

- Coordinated across campus to build UTEP's capacity to deliver fully online degree programs including: curriculum and course development, scheduling, policy interpretation and writing, processes (admissions, registration, advising, degree conferral)
- Promoted effective online instruction
- Developed the UTEP Connect Contact Center for Student Success that included enrollment counselors and student success advisors

Associate Dean of the College of Liberal Arts

[2011-2014]

Responsibilities

- Director of the Bachelor of Multidisciplinary Studies
 - Lead curriculum and program planning for on-campus and online courses
 - Held regular meetings with advising team
 - Was point of contact for elevated student concerns
 - Reviewed graduation applications and exception requests
- Chair of University of Texas System's Finish@UT Academic Affairs Committee
 - Developed the Finish@UT program at UTEP
 - Coordinated course offerings, scheduling, admissions, financial aid, transcribing, and marketing.
 - Led virtual meetings across University of Texas System
 - Provided enrollment updates for the four participating campuses
 - Coordinated the approval of new courses
- Facilitated online course and program development throughout college
- Advised Liberal Arts students on academic probation or suspension
- Sat on Advising Council and collaborated on improved advising
- Oversaw Outstanding Thesis selection process
- Served on a range of college- and university-level committees

Accomplishments

- Co-authored and passed the Graduate School Fast Track program
- Piloted a Supplemental Instruction Program

Director of First-Year Composition

[2008-2013]

Responsibilities

- Oversight of approximately 60 instructors (full-time lecturers, part-time instructors, Master's-level teaching assistants, and doctoral-level assistant instructors) teaching 45-55 sections a semester
- Planned, coordinated, and provided professional development opportunities
- Evaluated all faculty
- Revised the *Guide to First-Year Composition* annually
- Taught Composition Theory and Pedagogy to new teaching assistants

Accomplishments

- Reviewed and redesigned the curriculum
- Implemented a new evaluation and assessment process
- Institutionalized hybrid course delivery across the program

Honors

University of Texas System Academy of Distinguished Teachers, inaugural class	[2013]
Conference on College Composition and Communication Writing Program Certificate of Excellence for the First-Year Composition Program at UTEP	[2012]
University of Texas System Regents' Outstanding Teaching Award, inaugural class	[2009]

Publications

Edited Collection

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

Refereed Articles and Book Chapters

Brunk, B. (2023). It's all about the student: Transferring the WPA mindset to the rest of the university. In J. Janangelo & M. Blaauw-Hara (Eds.) *Understanding WPA readiness and renewal*.

Brunk-Chavez, B. (2020). Following directions, responding to shifts, shaking foundations: Multimodal composition within and across writing programs. In P. Reichert Powell (Ed.) *Writing changes: Alphabetic text and multimodal composition*. MLA. 273-289.

- Brunk-Chavez, B.**, Pigg, S., Moore, J., Roskinski, P., & Grabill, J. (2018). Designing, building, and connecting networks to support collaborative empirical writing research. *Composition Studies*, (46), 81-101.
- 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.
[https://www.fulcrum.org/epubs/zc77ss179?locale=en#/6/36\[div1_ch11\]/4/2\[div1_ch11\]/2/1:0](https://www.fulcrum.org/epubs/zc77ss179?locale=en#/6/36[div1_ch11]/4/2[div1_ch11]/2/1:0)
- 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.technorhetic.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/Statements/Blogs

- Beavers, M., **Brunk-Chavez, B.**, Greene, N-A., Inoue, A., Ruiz, I., Saenkhum, T., Young, V.A. (2021). Toward antiracist first-year composition goals. <https://docs.google.com/document/d/1xFhdJOIC8Lh4pZRKFijPeWiUd2dwoRJ16tfiVxJAIDs/edit>
- Brunk-Chavez, B.** (2020). Generating change and operational success: What you need to know. *Evolution*. https://evollution.com/managing-institution/operations_efficiency/generating-change-and-operational-success-what-you-need-to-know/

- Hassel, H., **Brunk-Chavez, B.**, Green, D. Hillard, L., Mueller, D. (2020) CWPA and CCCC Joint statement in response to the COVID-19 Pandemic.
http://wpacouncil.org/aws/CWPA/pt/sd/news_article/309074/PARENT/layout_details/false?fbclid=IwAR0WT_4XdTG4MWqZAJ28IUtiQwP9hqaO-Mc4IL02NWJPPtnb-bNySa5WzWM
- Brunk-Chavez, B.** (2020). Remote teaching faculty tips. <https://www.utsystem.edu/sites/academy-of-distinguished-teachers/blog/remote-teaching-faculty-tips-2020-03-13>
- Brunk-Chavez, B.** (2019). Encouraging student success in online courses. UT System Academy of Distinguished Teachers Blog. <https://www.utsystem.edu/sites/academy-distinguished-teachers/blog/encouraging-student-success-online-courses-2019-01-11>
- Brunk-Chavez, B.** (2018). How an active extended university benefits the rest of the campus. *Evolution*. https://evollution.com/revenue-streams/market_opportunities/how-an-active-extended-university-benefits-the-rest-of-campus/
- 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., Peebles, 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://compositionawebb.pbworks.com/f/whitepaper.pdf>

Reprints

- Grabill, J., Hart-Davidson, W., Pigg, S., McLeod, M., Curran, P., Moore, J., Roskinski, P., Peebles, 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.

Editorial Work

University of Texas System Academy of Distinguished Teachers. *Little orange book II: Student voices on excellent teaching*. (2020). Tower Books, an imprint of the University of Texas Press.

University of Texas System Academy of Distinguished Teachers. *Little orange book: Short lessons in excellent teaching*. (2015). Tower Books, an imprint of the University of Texas Press.

University of Texas System Academy of Distinguished Teachers. *e-Little orange book: Short lessons in excellent teaching*. (2019). Apple Books.

<https://books.apple.com/us/book/the-little-orange-book/id1455425472>

External Grants and Awards

Riley, L., **Brunk, B.** et al. (2021). Accelerating Credentials of Purpose and Value: Phase 2. Strada Education Network. \$1.5 million across UT System

Smith, H. & **Brunk, B.** (2022). Student support planning grant. \$50,000.

Brunk-Chavez, B. & S. Crites. (2021). Healthcare Administration Talent Pipeline Expansion. HCA Gift. \$750,000.

Riley, L., **Brunk-Chavez, B.** et al. (2021). Accelerating Credentials of Purpose and Value: Faculty Preparation Consortium Grant. Strada Education Network. \$50,000.

Wiebe, J., Crites, S., **Brunk-Chavez, B.** (2021). Accelerating Credentials of Purpose and Value. Interdisciplinary Data Analytics Preparation at UTEP. Texas Higher Education Coordinating Board. \$239,581.

Brunk-Chavez, B. AAS to BAAS Online at UTEP. (2021). Association of Public and Land-Grant Universities. \$50,000.

Wiebe, J., Blum, T., **Brunk-Chavez, B.**, Fraire, V., Smith, H., Vasquez-Vicario, A. (2021). Increasing baccalaureate degree completion for stop-out and potential stop-out students at the University of Texas at El Paso: *Complete UTEP*. U.S. Department of Education. \$2,999,061.

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.

Conference Presentations & Workshops

Incorporating micro credentials into the UTEP student experience. Center for Faculty Leadership and Development Conference, August 2022.

Strategies for scaling equitable digital learning infrastructure. Co-presenter. 2022 Digital Teaching and Learning Conference, August 2022.

Strategies for implementing digital learning infrastructure to support equitable outcomes. REMOTE, June 2022.

From outcomes to goals: Creating antiracist FYC programs and course goals in local contexts. Co-presenter. Workshop and Conference on College Composition and Communication, March 2022.

Communication in a time of social distancing. Blackboard Texas Summit, May 2020.

Using the WPA Outcomes Statement to model teaching and learning across campus. Writing Program Administration. Baltimore, July 2019.

Integrating "soft skills" into online classes. LEAP Texas, Houston, April 2019.

Following directions, responding to shifts, shaking foundations: Multimodal composition within and across writing programs. Conference on College Composition and Communication. Pittsburg, March 2019.

What matters in first-year writing: Transitions, identities, resources. Western States Rhetoric and Literacy. Las Cruces, NM, November 2018.

12 top technologies for engaging students in online learning. Co-presenter. The Northeast Texas Consortium—online presentation. October 2018.

Designing and delivering online classes for student engagement and learning. University of Texas System Student Success Summit. Austin, September 2018.

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. Writing Program Administration. 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.

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 an 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. Fort 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=iL7FpjmYsk>

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

The future of higher education, plenary session. Center for Faculty Leadership and Development Conference. August 2022.

Taking control of your online future: Leaders in online education share lessons from the journey. Blackboard World. July 2021. <https://community.blackboard.com/video/163> (Login required)

You do you: The power of agency in your life. Entering Student Program speaker series. University of Texas at El Paso. June 2021. <https://www.utep.edu/entering-student-experience/temp-speaker-series/dr-beth-brunk-chavez.html>

Where do we go from here? University of Texas System Academy of Distinguished Teachers Virtual Conference of Teaching in Texas. April 2021. <https://utsystem.edu/sites/academy-of-distinguished-teachers/projects> (Day 1 Afternoon: Assessing the Culture of Teaching & Learning).

Where are we? What have we done? What can we do? Looking forward to a post-pandemic era of teaching and learning. University of Texas at Dallas Center for Teaching and Learning Workshop. March 2021.

Online education @ UTEP: We've taken the pandemic leap, where do we land? American Society for Quality. January 2021. <https://www.youtube.com/watch?v=z5eaYHtZHvs>

Education solutions in a remote learning environment. STTE Foundation e-Series. August 2020. https://www.youtube.com/watch?v=P-oPlcAKn4&feature=emb_err_woyt

Online Writing Instruction, Facilitator. Council of Writing Program Administrators Virtual Conference. July 2020.

Power of influence. Leadership and communication series. University of Texas at El Paso, 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. University of Texas at El Paso, 2013.

Curricular (re)design. Sun Conference pre-conference workshop. University of Texas at El Paso, 2012.

Teaching hybrid courses. Department of English. University of Texas at El Paso, 2012.

Welcome back, Miners! Online learning workshop. University of Texas at El Paso, 2012.

- Reading comprehension strategies that work! Center for Effective Teaching and Learning. University of Texas at El Paso, 2011.
- Beyond the classroom experience: Mentoring for student success. Sun Conference. University of Texas at El Paso, 2011.
- FYC@UTEP: Embracing our expertise not our inevitability! UTEP Aware. University of Texas at El Paso, 2011.
- Teaching effective reading comprehension. Center for Effective Teaching and Learning. University of Texas at El Paso, 2010.
- Social networking in academia: Shared spaces. Instructional Support Services Workshop. University of Texas at El Paso, 2010.
- Gender, communication, and the academic workplace. NSF Advance Grant Workshop. University of Texas at El Paso, 2009.
- Documenting your accomplishments workshop: Creating an electronic professional portfolio for tenure, promotion, and awards. Center for Effective Teaching and Learning. University of Texas at El Paso, 2009.
- Writing a personal statement. UTEP Graduate School Expo. University of Texas at El Paso, 2009.
- Improving your students' reading comprehension. Center for Effective Teaching and Learning. University of Texas at El Paso, 2008.
- Pedagogy and technology. Teaching with technology discussion/workshop for History PhD students. University of Texas at El Paso, 2008.
- Discussion and social networking. Course redesign workshop. University of Texas at El Paso, 2008.
- Focus. IMPACT Fellow Presentation. University of Texas at El Paso, 2007.
- Collaboration, Technology, Pedagogy, and Writing. Women's Studies Brownbag. University of Texas at El Paso, 2007.
- Teaching writing with technology. First-Year Writing Orientation. University of Texas at El Paso, 2006.
- Teaching writing online. Center for Effective Teaching and Learning. University of Texas at El Paso, 2006.
- Welcome to the 21st century: Pull up a keyboard. English Department Colloquium. University of Texas at El Paso, 2005.

Academic Appointments

University of Texas at El Paso	[2002-present]
Full Professor	[2016-present]
Associate Professor	[2009-2016]
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 Rhetoric and Writing Studies	master's
History of Rhetoric II	doctoral
Rhetoric and Technology	doctoral
The Academic Job Market	doctoral

Graduate Student Mentoring

Doctoral students

Ph.D. Dissertation Advisory Committee for 37 students, chair for 23

M.A. Thesis or Project Advisory Committee for 34 students, chair for 13

Professional Services and Activities

Region

Future of Work Task Force. Borderplex Alliance. UTEP representative [2021-2022]

Discipline

Executive Board Member of the Council of Writing Program Administrators [2018-2021]
 Elected position
 Digital WPA Committee Chair

Reviewer for *Composition Forum* [2020-present]

Editorial Board and Reviewer for *WPA Journal* [2018-present]

Reviewer for *Peitho* [2015-present]

Task force for Writing Program Administrators Outcome Statement 4.0 [2020-2021]
 Co-chair

Task force for Writing Program Administrators Outcomes Statement 3.0 [2011-2014]
 Invited
 Revision approved by WPA Executive Council July 2014

Review committee for *Best of Rhetoric and Composition 2014* [2014]
 Invited

Review committee for best <i>WPA Journal</i> article	[2014]
Invited	
Chair	[2015]
National Council of Teachers of English Steering Committee	[2009-2012]
Elected position	
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]
Executive Board	[2018-2021]
Occasional reviewer for <i>WPA journal</i>	
Editorial Board member for <i>Journal for Hispanics in Higher Education</i>	[2008-2020]
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	
Affordable Learning Accelerator Task Force	[2019-2021]
Finish@UT Committee	[2019-present]
Online Learning Task Force	[2018-present]
Planning Committee for UT System Third Annual Student Success Summit	[2018]
University of Texas System Regent's Academy of Distinguished Teachers	
Past-President	[2019-2021]
President	[2017-2019]
President-elect	[2015-2017]
Publication chair	[2013-2015]
Editor of <i>The Little Orange Book: Short Lessons in Excellent Teaching</i> , <i>The Little Orange Book II: Student Voices on Excellent Teaching</i>	
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

Support for Online Learning (Sol) Group [2020-2021]

Strategic Enrollment Task Force and Committee Leader [2019-2021]

COVID-19 Recovery Task Force [2020-2021]

Dean of the School of Nursing Search Committee Chair [2019-2020]

College of Liberal Arts Dean Search Committee Chair [2017-2018]

Provost Search Committee [2016-2017]

Export Control Committee [2017-present]

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

Teaching Effectiveness Committee [2015, 2016-2018, 2019, 2020-2021]

Fees Review Committee [2013-2015]

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

Advising Task Force [2014-2015]

College of Education Dean 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 [2010-2011]

Inaugural class

Revenue Enhancement through Instructional Activity Committee [2011]
Chair

Department of English

Steering Committee [2007-2013]

Hybrid Academy [2004-2005]
Co-developer and facilitator

Faculty Senate [2004-2005]

Library Liaison [2003-2005]

Rhetoric and Writing Studies Committee [2002-present]

First-Year Composition Program [2002-2008]
Composition Committee [2003, 2004, 2008]
Assistant Director [2004, 2005, 2007]
Director of Assessment