

# Shawna M. Lesseur

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## EDUCATION

University of Connecticut, Storrs

2010-present Ph.D., Political Science (ABD, Expected Defense Fall 2017)  
2010-2014 M.A., Political Science  
2010-2013 Graduate Certificate, Feminist Studies  
2009-2010 Graduate Certificate, Human Rights  
2008-2010 M.A., English

University of North Carolina, Wilmington

2006-2008 B.A., English Major, Spanish Minor  
*summa cum laude* with Departmental Honors

## SUMMARY OF PROFESSIONAL HISTORY

2017-present **Training and Outreach Program Manager**, University of Connecticut, Office of the Vice President for Research, Environmental Health and Safety  
2016 **Visiting Lecturer**, University of Connecticut, Department of Political Science  
2013-2017 **Assistant Director, Curriculum Manager**, University of Connecticut, First Year Programs & Learning Communities  
2012-2013 **Associate Director**, University of Connecticut, Humanities House Learning Community  
2012 **Visiting Lecturer**, University of Connecticut, Department of Political Science  
2010-2012 **Instructor and Program Coordinator**, University of Connecticut, Leadership Learning Community  
2009-2010 **Assistant Director**, University of Connecticut, Connecticut Writing Project  
2009 **Interim Administrative Assistant**, University of Connecticut, Department of Geography  
2008-2009 **Instructor**, University of Connecticut, Freshman English

## ADMINISTRATIVE, CURRICULUM, AND PROGRAM MANAGEMENT EXPERIENCE

**Training and Outreach Program Manager, University of Connecticut, Office of the Vice President for Research, Environmental Health and Safety (2017-present)**

### Teaching and Curriculum Development

- Chairing the Undergraduate Lab Safety Working Group, collaborating with a faculty and an expert team to develop instructor curriculum support fostering robust lab safety curriculum for undergraduates, including maintenance of compliance records in PeopleSoft

- Developing an adult learning best practices protocol for implementation in safety compliance training development and assessment, serving as the primary teaching and learning excellence resource for the Division
- Designing and delivering safety instructor and management leadership professional development training and coaching
- Providing ongoing instructional design and instructional technology support for faculty and staff University safety training
- Leading the design, launch, and instructor training in the use of a collaborative learning classroom and an e-Learning development studio

### **Program Development and Management**

- Developing program scope and vision as the founding area manager
- Directing the day-to-day operation and administration of the Training and Outreach Program, including leading meetings, preparing reports, resolving issues, and overseeing the attainment of program objectives and Division objectives
- Leading the Division in assessment and acquisition of technologies for conducting, recording, and reporting on the University's compliance with state and federal regulations related to research and job safety
- Projecting budget needs and advocating for program budgetary resources from the University and through grant applications, managing the budget allotted in collaboration with the Division's Budget Manager
- Supervising professional, graduate student, and undergraduate student staff
- Managing administrative student worker and intern hiring, and supporting professional staff hiring for the Division
- Leading strategic, mixed-methods program assessment using Qualtrics software and reporting to evaluate program effectiveness and relevant University safety culture development

### **Communications and Outreach**

- Developing cross-divisional collaborations with Academic Affairs, Human Resources, Facilities, Student Activities, and specific areas as needed
- Designing, developing, and launching the Division's WordPress website, including creating or partnering to create multiple complex Web forms, transitioning from Dreamweaver
- Directing the Division's branding vision, supporting brand-compliant marketing through graphic design, desktop publishing, and the re-launch of a monthly newsletter as part of a larger strategic social media initiative

### **Visiting Lecturer, University of Connecticut, Department of Political Science (2016)**

#### **Teaching and Curriculum Development**

- Independently designed, planned, and implemented an intensive three-week student-driven International Relations course on genocide and narrative politics informed by experiential education and critical pedagogies

**Assistant Director, Curriculum Manager, University of Connecticut, First Year Programs & Learning Communities (2013-2017):**

**Teaching and Curriculum Development**

- Lead curriculum development and instructor support/oversight for all First Year Experience (FYE) courses, approximately 300 sections annually
  - Courses include UNIV 1800 “University Learning Skills,” UNIV 1810 “Learning Communities Seminar,” UNIV 1820 “Special Topics First Year Seminars,” UNIV 1840 “Learning Communities Service Learning,” UNIV 3820 “Advanced Learning Community Seminar,” EPSY 3020 “FYE Mentor Peer Leadership,” HDFS 3080 “Supervised Field Experience,” EDLR 5099 “Teaching through Transition,” and study abroad pre- and post-experience courses as needed
- Lead educational technology and new media curriculum development, creation of resource materials, and design/delivery of instructor training for all First Year Experience (FYE) courses, including a full series of Blackboard Learning Management System workshops and course templates
- Collaborated closely with the Writing Center, Center for Career Development, and the Women’s Center to develop and oversee the 1800/1810 core curricular requirements
- Collaborated with the Registrar and Undergraduate Advising to anticipate, create, promote, and enroll all UNIV courses each semester
- Provided ongoing academic advising and student enrichment support through direct mentoring and writing letters of recommendation
- Collaborated with faculty, instructors, and academic departments to support Learning Community course clustering with general education courses, particularly First Year Writing
- Directed a four-year curricular initiative to provide tailored transition support for international students in collaboration with Global Affairs, Student Affairs, and Academic Affairs, including course clustering with First Year Writing for English Language Learners
- Developed and direct a four-year curricular initiative using StrengthsQuest for student development and resilience in the FYE classroom that reached over 700 students in its third year, personally teaching in more than 30 classes
- Developed and served as academic and site supervisor for internships in public relations, writing, and editing for print and online publications, including websites, blogs, social media, and newsletters
- Developed academic content and taught as primary instructor on record for EDLR 5099 “Teaching through Transition” Graduate Seminar
- Redesigned and taught as primary instructor in charge of an instructional team on record for EPSY 3020 “Peer Counseling – FYE Mentoring” and HDS 3080, “Supervised Internship Field Experience”
- Taught multiple sections of UNIV 1800 and 1820 courses each year
- Lead curricular design and proposal of new courses UNIV 1840 “Learning Communities Service Learning” and UNIV 3820 “Advanced Learning Community Seminar” passed by the University Senate in spring 2013
- Recruited, trained, and developed support materials for over 200 instructors and 140 Peer Mentors each year

- Designed and launched a year-long internship-based TA training program to increase academic rigor across the program's course offerings and to provide robust academically-rooted leadership development to high-achieving undergraduates

### **Program Development and Management**

- Managed, coordinated, and oversaw all aspects of First Year Programs
- Designed and implemented First Year Experience program assessment using mixed methods, including IRB approved research for conference presentations and publications
- Supervised course scheduling and instructor teaching assignments, developed a vision that expedited the process and ensured effective classroom distribution, finishing ahead of schedule
- Provided leadership in creation and editing of formal office data assessments and reports
- Recruited, trained, and provided remediation for roughly 200 instructors annually
- Collaborated with and office leadership team on major fund-raising and grant application initiatives, including contributing to multiple faculty-led grants
- Promoted and fostered leadership opportunities for traditionally underrepresented student groups, including international students and first generation students of color
- Prepared and delivered briefings for the Faculty Courses and Curriculum Oversight Committee responsible for ensuring academic rigor in all courses in the FYE suite
- Supervised professional staff, graduate assistants, undergraduate student workers, and volunteer faculty, staff and students
- Implemented, managed, and lead workshops at an annual Institute for First Year Curricular Innovation with more than 100 faculty and staff in attendance
- Developed and delivered ongoing First Year Experience (FYE) instructor training, professional development, support, recruitment, and remediation
- Delivered workshops including cultural competency, international student support, leadership, information literacy, oral communication and presentation skills, leaning community seminars, and effective semester wrap-up
- Supervised major office event planning, including implementing an annual volunteer appreciation awards breakfast to build community
- Served on, and chaired, multiple hiring committees
- Managed the First Year Experience budget as the program's Chief Financial Officer
- Grew the FYE Peer Mentoring Program by 40% specifically through recruitment of minority student, first generation, and international students

### **Communications and Outreach**

- Regularly developed dynamic presentations to speak at office and university events, including Orientation and Open House programs
- Collaborated and maintained relationships with faculty and staff across all areas of campus
- Supervised the writing and editing of a major office publications including a biweekly First Year Programs & Learning Communities e-newsletter, an annual instructor manual, course fliers, an electronic instructor resource publication, and an FYE textbook

**Visiting Lecturer, University of Connecticut, Department of Political Science (2012)  
Teaching and Curriculum Development**

- Independently designed, planned, and implemented a fully online Introduction to Non-Western Politics course with multimedia content

**Associate Director, University of Connecticut, Humanities House Learning Community (2012-2013 part-time):**

**Teaching and Curriculum Development**

- Led a team in curriculum development for a two-year interdisciplinary academic program
- Developed and instructed multiple First Year Experience courses with a humanities focus
- Provided ongoing academic advising and student enrichment support through direct mentoring and writing letters of recommendation

**Program Development and Management**

- Spearheaded the growth of the program into a holistic, multi-year format
- Managed the daily functioning of the Living Learning Community (LC)
- Directed grant applications, including taking the lead on the Humanities House UConn Reads grant and the SOROS Grant for all Learning Communities
- Hired and supervised the Program Curator (Graduate Assistant) and Student Mentor
- Developed and provided training and ongoing support for team members
- Managed the program's budget and spending
- Directed co-curricular event planning and implementation, requiring occasional long and irregular hours
- Led mixed method program assessment
- Co-advised a new humanities student organization open to all UConn students
- Coordinated team and house meetings
- Collaborated with an interdepartmental team to strengthen the hall facilities, including the building a new high-tech classroom, team office, student study space, and social lounge
- Developed and led a returning student application review process

**Communications and Outreach**

- Coordinated with other LCs, university offices, and academic departments
- Developed and supervised the maintenance of the program's website, social networking, and online communications
- Published and distributed weekly community newsletters
- Led program marketing and recruitment efforts
- Represented the community and the greater Learning Communities program by speaking at university events

**Instructor and Program Coordinator, University of Connecticut, Leadership Learning Community (2010-2012 part-time):**

**Teaching and Curriculum Development**

- Led collaborative curriculum planning for a two-year interdisciplinary academic program
- Developed and taught First Year Experience courses with a leadership focus
- Supervised undergraduate mentors in FYE courses

- Tutored students in writing and study skills
- Provided ongoing academic advising and student enrichment support through direct mentoring and writing letters of recommendation

#### **Program Development and Management**

- Advised student groups, including the Event Planning and Communications student self-governance committees
- Managed the daily functioning of the community
- Managed budget planning and spending
- Directed co-curricular event planning and implementation, requiring occasional long and irregular hours
- Collaborated with a team to conduct mixed method program assessment
- Coordinated team and house meetings
- Collaborated with an inter-departmental team to strengthen the hall facilities, including the construction of a new office for two learning community teams, renovation of a TV lounge, and creation of a classroom/quiet study space
- Spearheaded the growth of the program from about 25 students to about 90 student participants
- Co-supervised the first Leadership Learning Community week-long alternative break trip
- Participated in regular professional development, including Strengths Educator training

#### **Communications and Outreach**

- Coordinated with other LCs, university offices, and academic departments
- Managed and maintained program social networking development and communications
- Published weekly community newsletters
- Represented the community and the greater Learning Communities program by speaking at university events in interdepartmental meetings

#### **Assistant Director, University of Connecticut, Connecticut Writing Project (2009-2010 part-time):**

##### **Teaching and Curriculum Development**

- Guest lectured for the Director's English courses
- Assisted in management of course Wikispaces

##### **Program Development and Management**

- Managed daily administrative tasks
- Assisted in coordinating major program events

##### **Communications and Outreach**

- Researched, created, proofread, and edited informational materials including pamphlets, postcards, and internet publications for K-college writing teachers
- Maintained the program's Web calendar and Web page
- Designed layouts, compiled contributions, proofread, and edited major publications, including collections of award-winning student writing

## RESEARCH AND TEACHING INTERESTS

Political art, international relations, social movements, feminist studies, human rights, student development, leadership, social justice pedagogy, college transition, rhetoric and composition

**Dissertation:** Pinching Politics through Film Narrative: An Ontology and Pedagogy of Genocide Film

- Advised by Dr. Christine Sylvester, Dr. Cathy Schlund-Vials, Dr. Stephen Dyson, Dr. Mark Boyer, Dr. Glenn Mitoma

## COURSES TAUGHT

**UNIV 1820 First Year Seminar, UConn Reads: Race in America (Spring 2016):** This course was created in 2014 to introduce freshman and sophomores to life-long learning, independent learning, and active engagement in the academic life of the university through participation in UConn Reads. It was designed to be a collaborative way to practice transferable skills such as critical and creative thinking, grant writing, presentation delivery, and directed academic inquiry. This semester focuses on the non-fiction book *The New Jim Crow* by Michelle Alexander. Topics include the school to prison pipeline, racism on the college campus, and unearned privilege.

**POLS 2998, Political Issues: Genocide and Narrative Politics (Winter Intersession 2016):** Through films, testimonies, news articles, plays, music, and historical accounts, students engage with a variety of narratives about global genocides. Students apply critical and creative thinking to explore the multitude of voices and silences in these narratives, gaining the transferable skill of critically interpreting narratives of global politics. This interdisciplinary course is grounded in International Relations, but draws upon literary studies, human rights, feminist studies, and a comparative politics approach to inquiry.

**HDFS 3080, Supervised Internship Field Experience (Fall 2015, Fall 2016):** This is an upper-level course designed to give advanced students training in the theory of and opportunities to practice leadership, student development, facilitation of difficult discussions, supervision, and active citizenship. To take this course students must apply and be invited to serve as EPSY 3020 Teaching Assistants for the duration of the term. Applications include a resume, personal statement, unofficial transcript, and interview.

**EPSY 3020, Peer Counseling – FYE Mentoring (Fall 2015, Fall 2016):** Students in this course learn basic principles of teaching, student transition, and peer mentorship, applying their learning by serving as junior Teaching Assistants in FYE courses under the supervision of instructors across campus. Assignments focus on hands-on application of course concepts and critical reflection on personal leadership growth. To take this course students must apply and be invited to serve as First Year Experience 1800/1810/1820 Teaching Assistants for the duration of the term. Applications include a resume, unofficial transcript, and interview.

**UNIV 1800, University Learning Skills for International Students (Fall 2015, Fall 2016):** A component of the First Year Experience (FYE) program, this course is intended to acquaint students with the university and college-level expectations in order to support students in their adjustment to the university. The course is tailored to support the holistic student development and transition needs of international students.

**UNIV 1820 UConn Reads: *The Omnivore's Dilemma* (Scheduled for Spring 2015):** A one-credit course connected to the Office of the President's 2013-2014 UConn Reads initiative. Students will analyze the text *The Omnivore's Dilemma* by Michael Pollan through multiple humanities, social science, and scientific lenses; prepare mock grant applications in groups; and conduct individualized creative academic reflections on the text to be publically presented and submitted for consideration in the university-wide UConn Reads student competition. Students will also actively contribute to official University programming and blogs.

**UNIV 1820 UConn Reads: *Persepolis* (Spring 2014):** A one-credit course connected to the Office of the President's 2013-2014 UConn Reads initiative. Students analyzed the text *Persepolis* by Marjane Satrapi through multiple humanities and social science lenses, prepared mock grant applications in groups, and conducted individualized creative academic reflections on the text to be publically presented and submitted for consideration in the university-wide UConn Reads student competition. The course supported undergraduate academic engagement and enrichment, highlighting the value of life-long learning.

**EDLR 5099 Teaching through Transition Graduate Seminar (Fall 2013, Fall 2014, Fall 2015):** A three-credit course on student transition pedagogy and praxis for master's students teaching sections of First Year Experience (FYE) UNIV 1800. Graduate students produce collaborative bi-weekly annotated bibliographies of course literature, personal weekly teaching reflections, regular discussion posts, and a transferable semester project on students in transition. They also prepare for and reflect upon a teaching evaluation conducted in their FYE course.

**UNIV 1800 University Learning Skills (Fall 2013, Fall 2014, Fall 2015, Fall 2016):** A component of the First Year Experience (FYE) program, this course acquaints students with the university and college-level expectations in order to support students in their transition to the university. The course is centered on a holistic approach to student development focused on critical and creative thinking, writing, and career exploration.

**INTD 1810 Humanities House Learning Community Seminar (Fall 2012, Spring 2013):** Two-semester series of interdisciplinary one-credit courses in the humanities open only to participants in the Humanities House Learning Community. In these courses students developed critical thinking, writing, research, presentation, and reflection skills through the lens of interdisciplinary humanities scholarship.

**POLS 1207 Non-Western Comparative Politics Online (Summer 2012):** Three-credit summer course taught through the University of Connecticut's online Blackboard platform covering broad topics such as defining West and Non-West, democracy, capitalism, and human rights as well as in-depth case studies of Brazil, India, and Japan.

**INTD 1810 Global Education (Spring 2012):** One-credit interdisciplinary problem-based learning seminar using online simulated international water resource negotiations among different sections of the course. I co-taught my section as a mentor for a graduate student in the Higher Education and Student Affairs Master's program to help him further develop his skills before teaching independently at the university.



**INTD 1810 Leadership Learning Community Seminar (Fall 2010, Spring 2011, Fall 2011, Spring 2012):** Two-semester series of interdisciplinary one-credit courses in leadership open only to participants in the Leadership Learning Community. In these courses students developed critical thinking, writing, research, presentation, reflection, and everyday leadership skills for college and beyond.

**ENGL 1011 Seminar in Writing through Literature (Spring 2009):** Four-credit course in academic writing through literary texts and criticism. In this course students were introduced to college-level critical engagement and academic discourse on English literature.

**ENGL 1010 Seminar in Academic Writing (Fall 2008):** Four-credit course in academic writing through interdisciplinary texts. In this course students were introduced to college-level critical engagement with and general academic discourse.

### INVITED LECTURES

**Human Development and Family Studies 1070 Faculty Training (Spring 2016):** “College Level” Expectations for Critical Thinking in Introductory University Courses

**University of Connecticut English Department First Year Writing Professional Development (Spring 2016):** “Power and Engaged Learning: How Immediacy Fosters Academic Success in the College Classroom”

**English 1010 S Seminar in Academic Writing (Fall 2014):** Guest lecturer to teach a lesson on the academic and institutional study of the college experience, with a focus on underrepresented populations

**Community Outreach Student Leader Professional Development Series (Fall 2013):** Guest lecturer to lead a workshop on active citizenship

**English 3010W Advanced Composition for Prospective Teachers (Spring 2010):** Guest lecturer to teach a class on multi-cultural awareness and college-level writing instruction

**English 2203W American Literature since 1880 (Fall 2009):** Guest lecturer to teach *The Sun Also Rises* by Ernest Hemingway

### SERVICE

- 2017 **Peer Reviewer, *Journal of Politics***, University of Chicago Press
- 2016-present **Implicit Bias Exhibition Committee Member: Marketing Committee Chair and Curriculum Development Committee Member**, University of Connecticut, National Underground Railroad Freedom Center
- 2016-present **Educational Technology and Assessment Consultant**, University of Connecticut Upstander Academy, Intellectual Humility in Secondary Education: Community-building, Human Rights Education, and Genocide

- 2015-2016 **Assessment Committee Member, Question Bank**, American College Personnel Association (ACPA)
- 2014-2017 **UConn Connects Facilitator**, University of Connecticut
- 2014 **Student Writing Judge**, Scholastic Art and Writing Awards
- 2013-present **UConn Reads Committee Member, Essay and Small Grants Sub-Committee Member**, University of Connecticut
- 2013 **Drug Free School & Campus Act (DFSCA) Compliance Committee Member**, University of Connecticut
- 2012-2013 **Democracy Dialogues Group Member**, University of Connecticut
- 2012-2013 **Inter-Learning Community Challenge Co-Founder**, University of Connecticut, Learning Communities
- 2012-2013 **Learning Community Scholarly Reading Group Co-Founder**, University of Connecticut, Learning Communities
- 2012 **Ph.D. Curriculum Consultant**, University of Connecticut, Department of Political Science
- 2012 **3rd Annual Learning Communities Institute Planning Committee Member**, University of Connecticut, Learning Communities
- 2012-2013 **Human Rights Film Series Director**, University of Connecticut, Human Rights Institute
- 2012 **Professional Staff Hiring Committee Member**, University of Connecticut, Office of Leadership and Involvement
- 2011-2013 **Learning Communities Field Day Volunteer**, University of Connecticut, Learning Communities
- 2011-present **StrengthsQuest Educator**, University of Connecticut
- 2011-2012 **Democracy and Governance Conference Program Editor**, University of Connecticut, Department of Political Science
- 2010-2014 **Four Arrows Challenge Course Facilitator**, University of Connecticut, Department of Student Activities
- 2010-2011 **Human Rights in Latin American Studies Graduate Reading Group Coordinator**, University of Connecticut, Human Rights Institute
- 2010 **Connecticut Student Writers Magazine Reader**, Connecticut Writing Project-Storrs
- 2009- 2010 **External Media Public Relations Specialist**, University of Connecticut, Community Outreach
- 2009 **Alternative Spring Break Volunteer**, University of Connecticut, Community Outreach
- 2009 **Conversation Partner**, University of Connecticut, American English Language Institute
- 2009 **AETNA Teaching Award Committee Member**, University of Connecticut, Freshman English
- 2008-2010 **Drama and Theatre Interest Group (DATIG) Event Coordinator**, University of Connecticut

## **PUBLICATIONS**

### **Textbooks**

- (2016). *UConn FYE Student Success Guidebook*. 2<sup>nd</sup> Ed. Storrs, CT: First Year Programs & Learning Communities.
- (2015). *UConn FYE Student Success Guidebook*. Storrs, CT: First Year Programs & Learning Communities.

### **Peer Reviewed Journal Articles/Reviews**

- (29 Jan, 2016). Film in the Human Rights Classroom: A Review of *Watching Human Rights*. *Journal of Human Rights*.

### **Encyclopedia Entries**

- (2009). Brooks Atkinson. In Robert M. Dowling (Ed.), *Critical Companion to Eugene O'Neill*. New York: Facts on File.
- (2009). Paul Robeson. In Robert M. Dowling (Ed.), *Critical Companion to Eugene O'Neill*. New York: Facts on File.
- (2009). Pulitzer Prizes. In Robert M. Dowling (Ed.), *Critical Companion to Eugene O'Neill*. New York: Facts on File.
- (2009). The Washington Square Players. In Robert M. Dowling (Ed.), *Critical Companion to Eugene O'Neill*. New York: Facts on File.

### **Edited Small Journals and Anthologies**

- (2010) Layout and Assistant Editor. *Connecticut Student Writers*. An annual publication of the Connecticut Writing Project-Storrs. <http://cwp.uconn.edu/publications/csw.php>.
- (2010) Assistant Editor. *Teacher Writer*. An annual publication of the Connecticut Writing Project-Storrs. <http://cwp.uconn.edu/publications/writings.php>.
- (2009) Layout and Assistant Editor. *Empowering Students as Readers and Writers: Making Connections, Finding Relevance, Fostering Independence*. 2009 National Writing Project, Connecticut Writing Project Professional Retreat. <http://cwp.uconn.edu/publications/csw.php>.
- (2009) Layout and Assistant Editor. *Teacher Writer*. An annual publication of the Connecticut Writing Project-Storrs. <http://cwp.uconn.edu/publications/writings.php>.

## **CONFERENCE PAPERS AND COLLOQUIA**

- “Teaching Human Rights: Genocide Film in the Classroom.” In “Human Rights and New Frontiers of Media Advocacy.” International Studies Association Annual International Conference, *Forthcoming 23 February 2017* (Baltimore, MD).
- “Defining the Boundaries of Genocide Film: Pedagogy and Praxis,” In “Performance and War / Armed Conflict,” Chair and Panelist. International Studies Association Annual International Conference, 16 March 2016 (Atlanta, GA).
- “Shining or Eclipsed: Supporting International Student Success in the First Year Seminar,” Student Affairs Administrators in Higher Education Association Annual International Conference, 14 March, 2016 (Indianapolis, IN).

“Shining or Eclipsed: Supporting International Student Success in the First Year Seminar,” American College Personnel Association Annual International Conference, 9 March, 2016 (Montreal, Canada).

“Mapping Conflict: War, Heroes, and Trauma,” Discussant, University of Connecticut Languages Graduate Association, 6 November, 2015 (Storrs, CT).

“You want Me to Write Résumé Now?: The First College Résumé at UConn,” Co-Presenter, American College Personnel Association, 5-8 March, 2015 (Tampa, FL).

“Pinching Cambodia’s Gender Politics: Film, Gender, and Cambodian Policy Narratives,” Human Rights, Civil Rights, and Southeast Asian Communities Panel. Presenter, New England Association for Asian Studies, 4 October, 2014 (Storrs, CT).

“Economic and Social Rights, and Development Panel” Chair, 2013 Contexts of Human Rights International Conference, Associated Graduate Student Conference on Human Rights –Human Right in Context, 18 September, 2013 (Storrs, CT).

“Engaging Students in Learning & Community for a Diverse Democracy: A Follow up Conversation with David Schoem.” Discussion leader, 2012 annual Learning Community Institute, 11 May, 2012 (Storrs, CT).

“Lenses on Invisibility: Feminist Political Methods of Memory, Haunting, Representation and Deconstructing Narratives.” Roundtable presenter, 2012 annual meeting of the New England Women’s Studies Association, 30-31 March, 2012 (Portland, ME).

“What is Leadership?” Workshop facilitator, National Society of Black Engineers Annual Conference, 3 March, 2011 (Storrs, CT).

“Team Approach: Collaborating and Creating Residential Learning Experiences.” Collaborative interdepartmental presentation, 2011 annual Learning Community Institute, 17 May, 2011 (Storrs, CT).

“Human Rights in the Freshman English Classroom.” Paper presented for a panel on “Ethics-centered Composition Courses,” 2009 University of Connecticut annual conference on Teaching and Writing, 27 March, 2009 (Storrs, CT).

#### **AWARDS AND GRANTS**

2013	StrengthsQuest in Learning Communities Curriculum Research and Development
2012	University of Connecticut, Dodd Center, Strochlitz Travel Grant
2012	University of Connecticut, Political Science, Pre-Doctoral Summer Fellowship Award
2012	Outstanding First Year Experience Teaching Award
2011	University of Connecticut, Latin American Studies, Tinker Research Grant
2009-2010	University of Connecticut, Student Activities, Brick Award

2008	University of North Carolina Wilmington, English Department, Exceptional Graduating Senior
2007	Wentworth Travel Fellowship: New England American Romanticism
2007	University of North Carolina Wilmington, English Department, Louise Jackson Green Scholarship
2007	University of North Carolina, Wilmington Honors Department, Undergraduate Research Fellowship
2007	Undergraduate Research Travel Fellowship: Boston, MA
2007	Wentworth Travel Fellowship: Shakespeare's England
2006-2008	University of North Carolina Wilmington Chancellor's Achievement Award

### **PROFESSIONAL ASSOCIATIONS**

- International Studies Association
  - Active Learning in Political Science
  - Feminist Theory and Gender Studies
- American College Personnel Association
  - Commission for Assessment and Evaluation – Association Assessment Plan, Question Bank Team
  - Commission for the Global Dimensions of Student Development
- Student Affairs Administrators in Higher Education Association (NASPA)
- Modern Language Association
- Eugene O'Neill Society

### **LANGUAGES**

Spanish – Advanced

Computer Languages: HTML, CSS – Intermediate

### **SOFTWARE**

Adobe: Captivate, Presenter, InDesign, Photoshop, Premiere Pro, Dreamweaver, Acrobat DC

Microsoft: Word, Power Point, Excel, Outlook, OneNote, Visio, Planner, SharePoint

Miscellaneous: WordPress, Google Apps for Education, Articulate Storyline, PeopleSoft Student Administration, Quali Financial, Blackboard LMS, Core-CT Payroll, Qulatricks Surveys