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EDUCATION

University of Connecticut, Storrs

2010-present Ph.D., Political Science (ABD, Expected Defense Spring 2019)
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

University of Connecticut, Storrs (2008-present)

2018-present **Instructor**, Department of English
2017-present **Training and Outreach Program Manager**, Office of the Vice President for
Research, Environmental Health and Safety
2016 **Visiting Lecturer**, Department of Political Science
2013-2017 **Assistant Director, Curriculum Manager**, First Year Programs & Learning
Communities
2012-2013 **Associate Director**, Humanities House Learning Community
2012 **Visiting Lecturer**, Department of Political Science
2010-2012 **Instructor and Program Coordinator**, Leadership Learning Community
2009-2010 **Assistant Director**, Connecticut Writing Project
2009 **Interim Administrative Assistant**, Department of Geography
2008-2009 **Instructor**, Department of English

RESEARCH AND TEACHING INTERESTS

Political art, international relations, genocide and mass atrocities, film, social movements,
feminist studies, human rights, social justice pedagogy, writing across the curriculum,
educational technology, leadership development, high-impact educational practices, student
success and transition

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

ENGL 1004, Introduction to Academic Writing, Games of Thrones: An Exploration of Storytelling (Fall 2018): Four-credit introductory course in academic writing. Content included scaffolded hands-on writing skills workshops and analysis of storytelling through literature, graphic novel, video game, and a live escape room game developed specifically for the course. Prerequisite for ENGL 1010/1011 for students identified through standardized test scores (TOEFL, SAT, ACT) or department faculty as needing additional writing practice with individualized support prior to taking the general education required writing courses.

ENGL 1010, Seminar in Academic Writing, The Politics of Writing and Writing about Politics (Spring 2018): Four-credit course in academic writing through interdisciplinary texts. Topics included critical engagement with news, genocide documentary film, writing across disciplines, and multimodal writing.

UNIV 1820, First Year Seminar, UConn Reads: Race in America (Spring 2016): 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 syllabus focused on the non-fiction book *The New Jim Crow* by Michelle Alexander. Topics included 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 engaged with a variety of narratives about global genocides. Students applied 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 was grounded in International Relations, but drew upon literary studies, human rights, feminist studies, and a comparative politics approach to inquiry.

HDFS 3080, Supervised Internship Field Experience (Fall 2015, Fall 2016): 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 had to apply and be invited to serve as Teaching Assistants for EPSY 3020 the full duration of the term. Applications included a resume, personal statement, unofficial transcript, and interview. I led a team to co-teach this course.

EPSY 3020, Peer Counseling – FYE Peer Mentoring (Fall 2015, Fall 2016): Students learned basic principles of teaching, student transition, and peer mentorship, applying their learning by serving as junior Teaching Assistants in First Year Experience courses under the supervision of instructors across campus. Assignments focused on hands-on application of course concepts and critical reflection on personal leadership growth. The capstone project was a leadership-focused personal website developed in WordPress. To take this course students had to apply and be invited to serve as First Year Experience 1800/1810/1820 Teaching Assistants for the duration of the term. Applications included a resume, unofficial transcript, and interview. I led a team to co-teach this course and supervised up to 13 teaching assistants.

UNIV 1800-I, University Learning Skills for International Students (Fall 2015, Fall 2016):

A component of the First Year Experience (FYE) program, this course was intended to acquaint international students with the university and college-level expectations to support students in their adjustment to the university. The course was tailored to support the holistic student development and transition needs of international students specifically.

UNIV 1820, First Year Seminar, UConn Reads: *The Omnivore's Dilemma* (Spring 2015):

A one-credit course connected to the Office of the President's 2014-2015 UConn Reads initiative. Students analyzed *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 publicly presented and submitted for consideration in the university-wide UConn Reads student competition. Students were also supported to actively contribute to official University programming and blogs.

UNIV 1820, First Year Seminar, 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 graphic novel *Persepolis* by Marjane Satrapi through multiple humanities and social science lenses, prepare mock grant applications in groups, and conduct individualized creative academic reflections on the text to be publicly 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 or Education students teaching sections of First Year Experience. Graduate students produced collaborative bi-weekly annotated bibliographies of course literature, personal weekly teaching reflections, regular discussion posts, and a transferable semester projects on students in transition. They also prepared for and reflected upon a teaching observation 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 program, this course acquainted first-year students with university and college-level expectations to support their transition to the university. The course centered on a holistic approach to student development focused on critical and creative thinking, college-level 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 LMS introducing students to Comparative Politics 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. Note: 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. One semester included a service learning trip to Atlanta, GA.

ENGL 1011, Seminar in Writing through Literature (Spring 2009): Four-credit course in academic writing through literary texts and criticism. Students were introduced to college-level critical engagement and academic discourse. Content included short stories and modern American drama.

ENGL 1010, Seminar in Academic Writing (Fall 2008): Four-credit course in academic writing through interdisciplinary texts. Students were introduced to college-level critical engagement and academic discourse. Content included news articles and modern American drama.

INVITED LECTURES

UNIV 1800, Hartford University Learning Skills (Fall 2017): Guest lecturer to teach a lesson on global citizenship and how to develop relevant skills and knowledge through the college experience

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

PROFESSIONAL SERVICE

- 2018 **Reaching Inclusive Excellence (RISE) Week of Welcome Facilitator**, University of Connecticut, Office of Diversity and Inclusion
- 2017 **Peer Reviewer**, *Journal of Politics*, University of Chicago Press
- 2017 **Connecticut Student Writers Recognition Night Volunteer**, University of Connecticut, Connecticut Writing Project
- 2016-2017 **Implicit Bias Exhibition Committee Member: Marketing Committee Chair and Curriculum Development Committee Member**, University of Connecticut, National Underground Railroad Freedom Center
- 2016-2017 **Educational Technology and Assessment Consultant**, University of Connecticut Upstander Academy, Intellectual Humility in Secondary Education: Community-building, Human Rights Education, and Genocide
- 2016 **Conference Volunteer**, International Studies Association (ISA)
- 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

CONFERENCE PAPERS AND COLLOQUIA

“Art and Conflict: Investigating Cross-Disciplinary Methodologies.” Co-Director and Presenter. International Interdisciplinary Academic Workshop, University of Melbourne Law School, 25-26 June, 2018 (Melbourne, Australia).

“Eighth Annual Globalization Early College Experience Conference.” Discussant. Globalization and Women’s Rights, University of Connecticut, 14 March, 2018 (Storrs, CT).

“Teaching Human Rights: Genocide Film in the Classroom.” In “Human Rights and New Frontiers of Media Advocacy.” International Studies Association Annual International Conference, 23 February, 2017 (Baltimore, MD).

“Defining the Boundaries of Genocide Film: Pedagogy and Praxis,” In “Performance and War / Armed Conflict,” 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

2018	UCPEA One-Time Performance Award, Extraordinary Job-Related Achievement
2018	Doctoral Student Travel Award
2017-2018	Institute of International Law and the Humanities (IILH) Project Support Grant
2017-2018	Universitas 21 Graduate Collaborative Research Award
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
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

PUBLICATIONS

Peer Reviewed Journal Articles/Reviews

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

Textbooks

(2016). *UConn FYE Student Success Guidebook*. 2nd Ed. Storrs, CT: First Year Programs & Learning Communities.

(2015). *UConn FYE Student Success Guidebook*. Storrs, CT: First Year Programs & Learning Communities.

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>.

PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

Instructor, University of Connecticut, Department of English (2008-2009, 2018-Present)

Primary Duties:

- Develop and teach four-credit courses in academic writing.

Select Accomplishments:

- Mentored three first-year international students in preparing a paper and professional presentation that won a 2018 University Aetna Writing Presentation award.
- Collaborated with the Center for Teaching and Learning to develop an experimental “escape room” active learning experience related to my Fall 2018 course theme.

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

Primary Duties:

- Manage all elements of a comprehensive safety training program for faculty, staff, and students at the UConn Storrs and regional campuses, including regular mixed-methods program assessment, purchase requests, staff supervision and hiring.
- Provide comprehensive teaching excellence support, including instructional design; LMS eLearning content development; policy and best practice development; and instructor development coaching, workshops, and resource materials.
- Lead the division's outreach efforts through in-person presentations, participation in University events, and management of all Web-based communications and applications.

Select Accomplishments:

- Collaborated with division safety experts to develop a comprehensive faculty support Blackboard site to improve safety compliance in university courses and safety teaching excellence. Improved recorded compliance from 60% to over 90% in one year.
- Collaborated with division managers, numerous University stakeholders, and IT programmers to develop an application and database that creates and tracks safety training assignment for all employees, including faculty, staff, and students.
- Revitalized the division's online presence, including designing a new website, reinstating and authoring division newsletters, developing a recognizable brand, and launching a social media initiative with the office's first Twitter account.
- Researched, designed, purchased, and trained instructors to teach in a collaborative learning classroom.

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

Primary Duties:

- Developed and taught a three-credit special topics course in International Relations focusing on genocide.

Select Accomplishments:

- Supervised honors conversions.

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

Primary Duties:

- Managed all elements of a comprehensive first-year experience program reaching more than 3000 students annually; including supervision of program staff, over 200 faculty/staff volunteers, and over 140 student volunteers annually; hiring; budgeting; fund-raising and grant development/support; ongoing program assessment; teaching multiple courses at the undergraduate and graduate level; coordinating inter-departmental course clustering; developing and training instructors on common Blackboard LMS course materials; coordinating the courses and curriculum oversight board; and speaking at major University events such as Orientation and Open House.
- Lead curriculum development, instructor support/oversight, and scheduling supervision for First Year Experience courses, approximately 300 sections annually.

- Delivered faculty-development workshops including cultural competency, international student support, leadership, information literacy, oral communication and presentation skills, learning community seminars, and effective semester wrap-up.
- Provided ongoing academic coaching and student support through direct mentoring and writing letters of recommendation.
- Collaborated regularly with First-Year Writing, the Writing Center, the Women's Center, the Center for Career Development, the Academic Achievement Center, the Veteran's Oasis, the cultural centers, and most academic departments.
- Supervised the writing and editing of major office publications including a biweekly First Year Programs & Learning Communities e-newsletter, course fliers, website development, and an electronic instructor resource publication. Edited and served as primary content developer for an annual instructor manual.
- Supervised major office event planning, including implementing an annual volunteer appreciation awards breakfast to build community.

Select Accomplishments:

- Researched, authored, and edited the program's first textbook.
- Successfully proposed a budget increase from the University to support international student support, providing funding for a full-time, ten-month staff appointment.
- Increased the FYE Peer Mentoring Program by 40% through recruitment of minority, first generation, and international students.
- Lead curricular design and proposal of new courses including UNIV 1840 "Learning Communities Service Learning" passed by the University Senate in spring 2013.
- Spearheaded a 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.
- Spearheaded a 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 that semester.
- 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.
- Developed and supervised graduate higher education practicums and undergraduate internships in public relations, writing, and editing for print and online publications, including websites, blogs, social media, and newsletters.
- Led assessment efforts for the office, coordinating assessment documentation and reporting to the Provost's Office for all areas.

Visiting Lecturer, University of Connecticut, Department of Political Science (2012)

Primary Duties:

- Developed and taught an online three-credit general education course in Comparative Politics focused on Non-Western politics.

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

Primary Duties:

- Managed the daily functioning of the Living Learning Community, co-leading team curriculum development, teaching, academic coaching, budgeting, assessment, promotion/recruitment, and event planning with a tenured faculty member.
- Directed grant applications, including taking the lead on the Humanities House UConn Reads grant and the SOROS Grant for all Learning Communities.
- Designed positions, hired, trained, and supervised the program's graduate Program Curator and undergraduate student leaders.
- Developed and supervised maintenance of the program's website, social networking, newsletter, and online communications.
- Represented the community by speaking at Learning Communities and University events.

Select Accomplishments:

- Collaborated with a team to create a new interdisciplinary living learning community linked to the Humanities Institute, spearheading the growth of the program into a holistic, multi-year format.

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

Primary Duties:

- Managed the daily functioning of the Living Learning Community, leading collaborative curriculum planning for a two-year interdisciplinary academic program, developing and teaching multiple courses each semester, leading academic support, conducting program assessment, advising student groups, planning events, and coordinating the budget and spending, under the supervision of the Director of Leadership and Involvement, Student Affairs.
- Represented the community by speaking at Learning Communities and University events.
- Managed and maintained program social networking development and communications, including weekly community newsletters.

Select Accomplishments:

- 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-developed and supervised the first Leadership Learning Community week-long alternative break service-learning trip.

Assistant Director, University of Connecticut, Connecticut Writing Project (2009-2010):

Primary Duties:

- Managed the daily administrative tasks of the academic program, including assisting in the coordination of major events, supporting course Wikispaces, maintain the program's Web calendar and website.
- Researched, created, proofread, and edited informational materials including pamphlets, postcards, and internet publications for K-college writing teachers.
- Designed layouts, compiled contributions, proofread, and edited major publications, including collections of award-winning student writing.

Interim Administrative Assistant, University of Connecticut, Department of Geography (2009):

Primary Duties:

- Managed the daily administrative tasks of the department, with a focus on preparing for the arrival of new graduate students through managing reminder emails, office space assignment, key distribution, and communication with faculty, under the supervision of the Department Head.

PROFESSIONAL ASSOCIATIONS

- International Studies Association (ISA)
 - Active Learning in Political Science
 - Feminist Theory and Gender Studies
- American College Personnel Association (ACPA)
 - 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)

LANGUAGES

Spanish – Advanced

Computer Languages: HTML, CSS – Intermediate

SOFTWARE

Microsoft: Word, PowerPoint, Excel, Outlook, OneNote, Visio, Planner, SharePoint

Adobe: Captivate, Presenter, InDesign, Photoshop, Illustrator, Dreamweaver, Acrobat DC, Spark

Miscellaneous: WordPress, Articulate Storyline 360, Google Apps for Education, Blackboard

LMS, Qualtrics Surveys, Poll Everywhere, Prezi, PeopleSoft Student Administration, Quali

Financial, Core Payroll, Canva, RefWorks