

# Shawna M. Lesseur

Training and Outreach Program Manager,  
 Division of Public Safety and Office of the Vice President for Research  
 Instructor, Department of English  
 PhD Candidate, Department of Political Science  
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## EDUCATION

University of Connecticut, Storrs, CT

2010-present Ph.D., Political Science (ABD, Defense Spring 2020)  
 2010-2014 M.A., Political Science  
 2010-2013 Graduate Certificate, Women's Studies  
 2009-2010 Graduate Certificate, Human Rights  
 2008-2010 M.A., English

University of North Carolina, Wilmington, NC

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

Tacoma Community College, Tacoma, WA

2004-2005 A.A., General Studies  
 Phi Theta Kappa

## RESEARCH AND TEACHING INTERESTS

Political art, international relations, film, social movements, women's 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

## 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  
 2011 **Romano Collection Archival Assistant**, Thomas J. Dodd Research Center  
 2010-2012 **Instructor and Program Coordinator**, Leadership Learning Community  
 2009-2010 **Assistant Director**, Connecticut Writing Project  
 2008-2009 **Instructor**, Department of English

## **SELECT ADMINISTRATIVE ACCOMPLISHMENTS**

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

- Managed all elements of a comprehensive university-wide training program including supervision of program staff, hiring, budgeting, assessment, and classroom renovation.
- Created department policies and resources to prioritize access and equity, including requiring ADA compliance in all online training and offering Spanish language training.
- Collaborated with subject matter experts to develop a comprehensive faculty support Blackboard site to improve safety compliance and teaching excellence in university courses. Improved recorded compliance from 65% to 99% in less than two years.
- Successfully advocated for a budget increase of over \$200,000 to implement a new university-wide software application, supporting faculty/staff and facilitating assessment.
- Led division rebranding by designing a new website, creating a division logo, authoring division newsletters, launching a social media initiative, and delivering presentations.

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

- 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 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 public speaking.
- Researched, authored, and edited the program's first textbook.
- Successfully proposed a budget increase from the University to support international student holistic 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.

### **Associate Director, Humanities House Learning Community (2012-2013):**

- Directed grant applications, including successful UConn Reads and SOROS applications.
- Collaborated with a team to create a new interdisciplinary living learning community linked to the Humanities Institute.

### **Romano Collection Archival Assistant, Thomas J. Dodd Research Center (2011):**

- Facilitated positive collaboration between the donor and the University while assisting human rights photographer and filmmaker U. Roberto (Robin) Romano in organizing, cataloging, and preparing his life's work for archival.

### **Instructor and Program Coordinator, Leadership Learning Community (2010-2012):**

- Spearheaded the growth of the program from 25 students to 90 student participants.
- Co-developed and supervised the first week-long alternative break service-learning trip.

## COURSES TAUGHT

**ENGL 1003, English for Non-native Speakers: Writing Across Disciplines in United States Universities and Careers (Fall 2019):** Three-credit introductory course in academic writing for international students whose home language is not English. Content included scaffolded hands-on writing skills workshops and analysis of basic academic articles, contemporary news articles, and personal interviews. Prerequisite for ENGL 1004 as assigned by the English Department.

**ENGL 1004, Introduction to Academic Writing, Games of Thrones: An Exploration of Storytelling (Fall 2018, Spring 2020):** 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):** A one-credit course connected to the Office of the President's 2015-2016 UConn Reads initiative. 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 it 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 volunteer 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 acquainted international students with the university and college-level expectations to support 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; prepared mock grant applications in groups; and conducted 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 student volunteers 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 literary 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

**Untenured Tracks, Podcast by Dr. Andy Wilczak: "Art and Genocide"**

(<https://podcasts.apple.com/us/podcast/e1-art-and-genocide-w-shawna-lesseur/id1478197200?i=1000448047622>)

**UNIV 1800, Hartford University Learning Skills (Fall 2017):** "Global Citizenship and 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):** “The College Experience: Creating and Navigating University Life” (Tailored to underrepresented and underserved student populations)

**Community Outreach Student Leader Professional Development Series (Fall 2013):** “Active Citizenship and Everyday Leadership”

**English 3010W Advanced Composition for Prospective Teachers (Spring 2010):** “Multi-cultural Awareness and College-level Writing Instruction”

**English 2203W American Literature since 1880 (Fall 2009):** “*The Sun Also Rises* by Ernest Hemingway”

### PROFESSIONAL SERVICE

- 2019-present **Career Champion**, University of Connecticut, Center for Career Development
- 2019-present **UConn Hartford Job Shadow Pilot Program Alumni Mentor**, University of Connecticut, Hartford, Center for Career Development
- 2019 **Professional Conference Proposal and Presentation Consultant**, University of Connecticut, Facilities Operations
- 2019-present **Compliance Network Committee Member**, University of Connecticut, Office of Diversity and Inclusion
- 2019 **Second Annual UConn Rising Sun Powwow Committee Member**, University of Connecticut, Office of Diversity and Inclusion
- 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
- 2017-present **Husky Career Mentor**, University of Connecticut, Center for Career Development
- 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

“Critically Rewriting Narratives: Empathy as an Analytical Tool and Pedagogical Strategy.” Interactive Workshop Leader with Alexander F. Kreidenweis. Joint International Teaching and Learning Conference, 17 June, 2019 (Brighton, United Kingdom).

“Using Active Learning Approaches for Democratic Citizenship.” Panel Chair. Joint International Teaching and Learning Conference, 17 June, 2019 (Brighton, United Kingdom).

“Film in International Relations.” Roundtable Presenter. International Studies Association Annual International Conference, 29 March, 2019 (Toronto, Canada).

“Innovative Pedagogy.” Workshop Participant. International Studies Association Midwest Regional Conference, 15 November, 2018 (St. Louis, MO).

“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).

“Pedagogy Workshop.” Invited Workshop Participant. International Studies Association Northeast Regional Conference, 4 November, 2017 (Providence, RI).

“Teaching Human Rights: Genocide Film in the Classroom.” Presenter. “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,” Panelist. “Performance and War / Armed Conflict,” International Studies Association Annual International Conference, 16 March, 2016 (Atlanta, GA).

“Shining or Eclipsed: Supporting International Student Success in the First Year Seminar,” Presenter. NASPA Student Affairs Administrators in Higher Education Annual International Conference, 14 March, 2016 (Indianapolis, IN).

“Shining or Eclipsed: Supporting International Student Success in the First Year Seminar,” Presenter. 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.” Discussant. 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.” Presenter. 2011 Annual Learning Community Institute, 17 May, 2011 (Storrs, CT).

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

### **AWARDS AND GRANTS**

- 2019 County of Los Angeles Commendation, Dedicated Service to Affairs of the Community and Civic Pride
- 2019 City of Long Beach Certificate of Recognition, Dedication to Philanthropy and the Arts
- 2018 UCPEA Professional Development Award for Quality Matters Teaching Online Certificate and Academic Accessibility & Usability (Standard 8)
- 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
- 2017-2019 California State Senate Certificate of Recognition, Promotion of Diversity through Art and Filmmaking, Cambodia Town Film Festival Committee Member
- 2017, 2018 Above & Beyond Award, Cambodia Town Film Festival
- 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: MLA Conference
- 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*. 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.

### **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 CERTIFICATIONS**

- Quality Matters: Teaching Online Certificate (April 2019, No Expiration)
- Humanscale: Certified Office Ergonomics Evaluator (May 2018, No Expiration)
- Gallup: StrengthsQuest Educator (January 2010, No Expiration)

## **PROFESSIONAL ASSOCIATIONS**

- International Studies Association (ISA)
  - Active Learning in Political Science
  - Feminist Theory and Gender Studies
- Quality Matters
  - QM Instructional Designer, Association Member: Higher Education, K-12, K-12 Publisher, CPE, and Publisher

## **LANGUAGES**

Spanish - Conversational

Computer Languages: HTML, CSS

## **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, BreakoutEDU, apWorks (AR/VR), TopHat