**Jennifer l. Clifton**

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Collaboratory on Religion, Science and Technology: West Hall 205

**Education**

**Ph.D. Curriculum and Instruction (English Education)** May 2012

Arizona State University, Tempe, AZ

Dissertation: *Prioritizing Phronesis: Theorizing Change, Taking Action, Inventing Possibilities with the*

*Sudanese Diaspora in Phoenix* - Passed with Distinction

Committee:

Elenore Long, Department of English, Arizona State University, chair

James Paul Gee, Division of Curriculum & Instruction, Arizona State University

Django Paris, Department of Teacher Education, Michigan State University

Doris Warriner, Department of English, Arizona State University

**M.A. Professional Writing (Composition and Rhetoric)** May 2008

Kennesaw State University, Kennesaw, GA

**B.S. Communication** May 1999

Kennesaw State University, Kennesaw, GA

**Academic Posts**

**Arizona State University**

Project Coordinator, Research Center for the Study of Religion and Conflict 2020 –

**The University of Texas at El Paso,** El Paso, TX

Assistant Professor Department of English 2014 – 2019

Graduate Director Rhetoric and Writing Studies

MA and PhD programs 2018 – 2019

Director, Rhetoric and Writing Studies Program 2018 – 2019

*In this appointment, I coordinated leadership across the following programs:*

*First-Year Composition*

*Rhetoric and Writing Studies Undergraduate Minor*

*Technical Writing and User Experience Undergraduate Major (anticipated start Fall 2020)*

*Bilingual Writing Certificate*

*Professional and Technical Writing Certificate*

*Rhetoric and Writing Studies MA and PhD*

**University of Missouri,** Columbia, MO

Assistant Teaching Professor Department of LTC 2012 – 2014

Director, Missouri Writing Project

**Northern Arizona University**, Flagstaff, AZ

Student Teacher Supervisor Department of English 2010 – 2012

**Arizona State University,** Tempe, AZ

Teaching Associate Department of English 2008 – 2012

Student Teacher Supervisor 2009

**Chandler-Gilbert Community College**, Chandler, AZ

Instructor Department of English 2008; 2011

Writing Tutor Writing Center 2009

**Kennesaw Mountain Writing Project**, Kennesaw, GA

Teaching Consultant National Writing Project site 2008

**Chattahoochee Technical College**, Marietta, GA

Writing Tutor Writing Center 2007 – 2008

**Northwest Georgia Regional Educational Support Association**, Rome, GA

Teaching Consultant 2006 – 2008

**Publications**

**Published**

**Book Manuscripts**

Kimball, Elizabeth, Elenore Long, Laura Gonzales, **Jennifer Clifton**. “The Potentiality of Difference: Singular Rhythms of a Generative Humanities in Community Contexts.” Enculturation|[Intermezzo](http://intermezzo.enculturation.net/). Forthcoming.

**Clifton, Jennifer.** *Argument as Dialogue Across Difference: Engaging Youth in Public Literacies.* Routledge. 2017. [nominated for 2017 Conference on Community Writing Outstanding Book Award]

Fecho, Bob and **Jennifer Clifton**. *Dialoguing across Cultures, Identities, and Learning: Crosscurrents and Complexities in Literacy Classrooms*. Language, Culture, and Teaching series. Routledge. 2017.

**Refereed Scholarly Articles**

**Clifton, Jennifer,** Jordan Loveridge, and Elenore Long. “Healthy Infrastructure: A Constructive Approach to Conflict.” *Community Literacy Journal.* Special Issue: “Envisioning Engaged Infrastructures for Community Writing.” 11(1): 22-32. Autumn 2016.

**Clifton, Jennifer.** “Feminist Collaboratives and Intercultural Inquiry: Constructing an Alternative to the (Not So) Hidden Logics and Practices of University Outreach and Micro-Lending.” *Feminist Campus-Community Partnerships: Intersections and Interruptions*. Special Issue of *Feminist Teacher*. 24(1): 110-137. U of Illinois Press, 2016.

**Clifton, Jennifer.** [“Embracing a Productive Rhetorical Pragmatism: Teaching Writing as Democratic Deliberation.” *Teaching/Writing: The Journal of Writing Teacher Education*. 2 (2): 62-76. Fall 2013.](http://scholarworks.wmich.edu/wte/vol2/iss2/8/) Web.

**Clifton, Jennifer,** Elenore Long, and Duane Roen. [“Accessing Private Knowledge for Public Conversations: Attending to Shared, Yet-to-be-Public Concerns in the Deaf and Hard-of-Hearing DALN Interviews.”](https://ccdigitalpress.org/book/stories/chapters/roenlongclifton/) [*Stories That Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*.](https://ccdigitalpress.org/book/stories/roenlongclifton.html) Eds. H. Lewis Ulman, Scott Lloyd DeWitt, & Cynthia L. Selfe. Logan, UT: Computers and Composition Digital Press, 2012. Web.

**Clifton, Jennifer** and Justin Sigoloff. “Writing as Dialogue Across Difference:

Inventing Genres to Support Deliberative Democracy.” *Choices and Voices: Teaching English in a Democratic Society.* Special Issue of *English Journal.* 103 (2): 73-84. Nov 2013. Print. [Note: Publication co-authored with doctoral student]

DeCosta, Meredith, **Jennifer Clifton**, and Duane Roen. “Collaboration and Social Interaction in English Classrooms.” *English Journal*. 99(5): 14-21. May 2010. Print.

**Refereed Chapters**

**Clifton, Jennifer.** “Cultivating Participatory PublicsThrough Dialogue Across Difference.”

Eds. Azuri Gonzales and Gina Nunez, *High Impact Practices in Community Settings:*

*Strategies for Student Success in Higher Education.* Kendall, 2017.

**Clifton, Jennifer L**. “Mastery, Failure and Community Outreach as a Stochastic Art:

Lessons Learned with the Sudanese Diaspora in Phoenix.” *Unsustainable: Owning Our Best, Short-Lived Efforts at Community Writing Work* Eds. Laurie Cella and Jessica Restaino. Cultural Studies/Pedagogy/Activism series. Lexington Books, 2013.

**Clifton, Jennifer** and Bob Fecho. “Navigating Complex Cultures and Selves in the

Classroom: Fostering Possibilities for Agentive Dialogue.” Eds. Hubert Hermans and Frans Meijers, *The Dialogical Self Theory in Education: A multicultural perspective.* Springer, 2017.

Long, Elenore, **Jennifer Clifton**, Andrea Lewis and Judy Holiday. “Charting Intercultural Inquiry: Cartography for Local Public Transformation.” *Crossing Border/Drawing Boundaries: The Rhetoric of Lines Across America.* Eds. Patti Wojahn and Barbara Couture. Utah State University Press, 2016.

**Book Reviews**

**Clifton, Jennifer L**. [Rev. of *The Public Work of Rhetoric: Citizen Scholars and Civic Engagement.*](http://kairos.technorhetoric.net/20.1/reviews/clifton/index.html) Eds. Ackerman, John L., and David J. Coogan. *Kairos: A Journal of Rhetoric, Technology, & Pedagogy.*2015. [Note: The content and design were peer-reviewed; approximately 17 pages]

**Public Facing Humanities Articles**

**Clifton, Jennifer.** [Casting Public Imagination for the Evolving Major.](https://www.insidehighered.com/views/2019/01/03/academe-needs-cultivate-connection-between-imagination-and-public-life-opinion) *Inside Higher Ed.*  3 Jan 2019.

**Works In Progress**

**Refereed Scholarly Articles**

**Jennifer Clifton** andElenore Long. The Commons-in-Practice: Stochastic Citizenship and

Iterative Public Life. Under review.

**Book Manuscripts**

**Clifton, Jennifer,** Elenore Long, Shannon Carter, Bethany Aery-

Clerico**.** Enacting Inquiry: Inventing Social Practices with/for Vernacular Researchers.

**Other Research Experience**

 **Principal Investigator** 2019 – 2020

*Mythopoetic world-making of a more-than-human public ecology: The case of the Duvall Food Forest*

 Food forests emulate naturally found forests, with several layers of canopies and plants that build soil and nutrients in complementary ways; the difference is that food forests are designed with food plants and trees a community wants and needs. In August 2019, the city of Duvall, WA, released a request for proposals for a person or group to use and manage one acre and eighteen acres of farmland, adjacent to the historic Dougherty Farmstead. A local artist and environmental educator submitted a proposal for “creating a healthy forest ecosystem that produces an abundance of non-timber forest products, nourishing our community with healthy, organic and local food, and providing transformational educational opportunities along the way.” The city gave the go-ahead for gaining community input and submitting a collaboratively designed proposal for a food forest on the allotted acreage. This study follows this collaborative process to explore how a local public engages in mythopoetic world-making of a more-than-human public ecology on the traditional lands of the Snoqualmie in King County, one of the largest refugee/immigrant resettlement areas in the country.

 **Principal** **Investigator** 2019 – 2020

*Mythopoetic techne and the invention of eco-literacies in the Anthropocene*

Wilderness Awareness School in Duvall, WAexplicitly orients itself as a critique of the mind-body split it says is typical of academia, a critique primarily focused on how analysis and texts work in the academy to produce fragmented epistemologies and ontologies. Instead, the school draws on ancient practices and wisdom traditions to create mythopoetic techne capable of scaffolding performative, connective and regenerative eco-literacies in the Anthropocene. This study documents naturalist practitioners’ inventions and adaptations of mythopoetic techne and eco-literacies as they re-imagine and re-invent a more-than-human humanities.

 **Co-Investigator** 2018 – 2020

*Reclaiming Tchiawipia*

*Tchiawipia* is the middle Rio Grande riparian landscape that once sustained the Tigua of Ysleta del Sur Pueblo, including their cultural identity and indigenous way of life. This participatory study involves interviewing tribal elders, doing archival research, GIS-mapping, and the aesthetic design of indigenous legal texts with/for tribal members, Tribal Council, YDSP government, and YDSP lawyers who are filing suit against the state of Texas in order to assert their ancient rights to the land of *Tchiawipia*. This participatory study explores the ways Tigua elders and environmental scientists decolonize legal argument and the very premise of land claims based on colonial treaties. In particular, this collaborative study documents the ways they decolonize technologies of legal land-claim arguments and writing: rather than relying on colonial sources and narratives, they instead re-purpose GIS-mapping—drawing on communal interviews, storytelling, and the aesthetic design of indigenous land tenure to demonstrate the Tigua’s ancient relationship with the land.

 **Principal Investigator** 2018 – 2019

*Conferencing as Design Thinking: Accounting for the Accessibility of Academic Conferences as an Ethic of Care.*

 This UX study is jointly sponsored by the Sites of Translation User-Experience Research Center and the Association of Rhetoric and Writing Studies. The ARWS Accessibility Team is exploring expansive approaches to constructing accessibility; adapting, co-constructing and implementing practices of accessibility at the ARWS 2018 national conference; and conducting a usability study at the 2018 conference. These findings will inform how we refine these practices and instantiate accessibility at the ARWS 2019 conference.

 **Co-Investigator** 2017 – 2019

[*Employing Model-Based Reasoning in Socio-Environmental Synthesis*](http://embers.cybershare.utep.edu/index.html) *(EMBeRS)*

The NSF-funded EMBeRS Project is testing a new model for integrating knowledge across disciplines based on cognitive science theories of model-based reasoning. My research focuses on participatory methods to engage diverse stakeholders, assembling methodologies for interdisciplinary research, and the shared use of reasoning to address technically complex public concerns.

 **Affiliate Researcher** 2017 – 2019

[*Sites of Translation User-Experience Research Center*](http://www.utep.edu/liberalarts/translationux/)

This center serves as a hub for national multilingual user-experience research, connecting researchers with community partners interested in forming mutually beneficial relationships. My research at the center focuses on multilingual user-experience practices related to public concerns that extend beyond the nation-state.

 **Principal Investigator** 2014 – 2019

 *Expansive Américan Rhetorics for Public Life in Transnational Contexts*

Funded with an internal UTEP Arts and Humanities Career Enhancement grant of $10,000,

this study documented institutional breakdowns at the intersection where the policies and practices of public institutions (sometimes both local and multi-national) meet individual lives; and 2) documented how more expansive Américan rhetorics (including North and South, Anglo-, Latin-, and Indigenous-) shape rhetorical practices for public life in transnational contexts when individuals attempt to make institutional breakdowns sites of inquiry and knowledge building.

 **Principal Investigator** 2014 – 2016

*Teaching Writing as Dialogue Across Difference: Designing Inquiry, Scaffolding Collaborative Problem-Solving and Cultivating Participatory Public Audiences*

This project explored writing as social action and looked at the writing decisions youth made as they focused on the action they wanted to take with others to support and sustain local public life. Importantly, this study looked at the ways youth used writing to design participation and to architect experiences *with* others to take up concerns that may be shared but contested.

 **Principal Investigator** 2014 – 2016

*Challenges to Democratic Deliberation: Navigating Uncertainty, Conflict, and Difference*

Part ethnography and part participatory action research, this study documented

queer youth co-researchers navigating institutional settings where their selves became

sites of conflict.

**Principal Investigator.** 2013 – 2014

*Critical Inquiry into Youth Experience of Uncertainty, Conflict, and Difference*

This project engaged ethnically and linguistically diverse students in Participatory Action Research about youth experience and decision-making in contexts of uncertainty, conflict, and difference. Drawing on rhetorical models of intercultural inquiry, this project resulted in a youth-created briefing book (Flower) that scaffolded a youth-led community dialogue about issues of shared concern. After culling data from the community dialogue, youth designed a findings report to circulate among relevant stakeholders, including other youth, police officers, teachers, school administrators, local business owners, and local elected officials.

**Principal Investigator.** 2012 – 2014

*Water & Society Consortium*

*Watershed Analysis and Community Think Tank Pilot Project*

Supported by internal and external funding, this project was a two-part pilot conducting a watershed analysis and scaffolding a student-led community think tank. This project helped launched an interdisciplinary grant proposal for a National Science Foundation National Research Traineeship grant.

**Principal Investigator.** 2013 – 2014

*In Their Own Words: A Monologue Project About Diversity in the English Classroom*

Drawing on Anna Deveare Smith’s work around race riots, Erick Gordon’s work related to a “pedagogy of empathy” with the New York City Writing Project, and Annie Thoms’ work with NYC high school students in the aftermath of 9-11, this project explored the ways youth from a broad range of cultural and linguistic backgrounds experience their English classes in mid-Missouri. Funded by a $10,000 Campus Writing Program grant at the University of Missouri, this collaborative inquiry project involved pre-service teachers conducting interviews with youth, coding the interviews, culling interviews to create monologues, sequencing monologues into a collaborative dramatic performance, and hosting a public performance and public dialogue. Pre-service teachers circulated the findings during Columbia Public Schools professional development sessions and at the annual convention of the National Council of Teachers of English.

**Principal Investigator.** 2013 – 2014

*“Is It Worth It?”: A Photographic Exploration of Contingency in Higher Education (MWP)*

Funded by a $10,000 Campus Writing Program grant at the University of Missouri and equipped with digital cameras, students in education and in policy leadership documented experiences of contingency in higher education with strategic and artistic photographs, created captions narrating their visual claims, coded their photographs, created individual and collaborative visual essays, and hosted a public showing and public forum. The initial public exhibit launched an ongoing university-wide multi-voiced dialogue and several problem-solving initiatives across several colleges at MU.

**Grants**

**Research Grants Awarded**

2016 *Let’s Talk About Water: Challenge Grant.* ($3,000)Consortium of Universities for the Advancement of Hydrolic Science, Inc.,

 This proposal established an annual documentary film event, panel of speakers, and public forum for discussing local water issues.

2016 *UTEP* *Information Literacies Grant* ($3,000)

 Course Enhancement for RWS 3366: Advanced Composition II

This grant supported a situated and rhetorical approach to teaching and tooling information literacies for public deliberation. This course asked students to attend to the data of their own research and deliberations of two court cases to document, theorize, tool, and refine their own situated decision-making that rendered information literacy tools and practices useful and effective.

2015 *UTEP Arts and Humanities Career Enhancement Grant* ($10,000)

 This study documented institutional breakdowns at the intersection where the policies and practices of public institutions (sometimes both local and multi-national) meet individual lives; and 2) documented how more expansive Américan rhetorics (including North and South, Anglo-, Latin-, and Indigenous-) shape rhetorical practices for public life in transnational contexts when individuals attempt to make institutional breakdowns sites of inquiry and knowledge building.

2014 *National Writing Project: SEED Teacher Leadership Development.* ($20,000)

This grant funded an exploration into multi-modal, multi-lingual writing instruction and ongoing teacher leadership development through embedded and sustained mentoring.

2014 *Mizzou Advantage Grant: Sustainable Soil Health for Improved Food Securities* ($20,000)

This grant engaged junior and senior faculty from three colleges at the University of Missouri as well as partners from three federal and two private organizations. The focus was on public engagement to address important environmental issues impacting local community health. In particular, it engaged scientists, farmers, regulatory agencies, and policy makers in public dialogue about the logic and efficacy of using innovative new soil tillage and crop management practices specifically designed to more closely imitate natural ecosystems, resulting in reduced need for herbicides, pesticides and fertilizers, thus reducing farming costs while improving environmental quality.

2013 *Mizzou Advantage Grant: Water & Society.* University of Missouri Mizzou Advantage Initiative ($1,000)

After a series of monthly meetings in spring 2013, we designed a constellation of collaborative research projects in the 2013-14 academic year to support interdisciplinary work and to pursue larger Mizzou Advantage funds to support a series of pilot projects, faculty development, and an interdisciplinary symposium, in anticipation of a National Science Foundation National Research Traineeship grant, submitted June 2014.

2013 *Writing Intensive Faculty Development Award: Developing Public Literacies*. University of Missouri Campus Writing Program ($10,000)

One portion of LTC 4480, Methods of Teaching Secondary Writing, focused on developing *public literacies* – the literate and rhetorical repertoires that young people need to go public about issues that matter to them and to their communities. This grant funded two projects – a monologue project and a photovoice project -- that demonstrated methods for engaging in real-world intercultural inquiry that takes seriously people’s private experiences and listens for issues that warrant more public attention.

2013 *Mizzou Advantage Grant: Water & Society.* University of Missouri Mizzou Advantage Initiative ($500)

 These funds supported networking events to expand an interdisciplinary network of scholars—including civil engineers, soil conservation experts, hydrologists, transnational feminists, environmental literacy scholars, geographers, science educators, and rhetoricians—interested in hydro-literacies and intercultural decision-making in uncertain contexts.

2013 *Missouri Department of Elementary and Secondary Education.* ($200,000)

The 2013 DESE grant funded a statewide collaboration among the five writing project sites that are part of the Missouri Writing Project Network.

**Research Grants Applied For, Not Awarded**

2018 *National Science Foundation: National Research Traineeship –* INFEWS: Convergent Food-

Energy-Water Systems (FEWS) Research in Resource-Limited Communities

The *vision* of this proposed training program is to produce graduate students who have the knowledge, skills, and attitudes necessary to contribute to convergent research on complex societal problems such as FEWS. Three program *goals* are expected to achieve this outcome by training students to: 1) conduct research on FEWS problems that cross disciplinary boundaries; 2) learn to harness rapidly evolving data, model and information sources; and 3) learn to engage effectively with collaborators and stakeholders from a variety of perspectives.

2014 *National Science Foundation: National Research Traineeship –* Water Resources Interdisciplinary Training, Education, and Society (WRITES) (August 2014-July 2019)($3 million)

To address contemporary water resources challenges, this grant aimed to support the University of Missouri develop graduates who have both strong science and engineering backgrounds and the communication and collaborative problem-solving skills to engage in integrated water resource management. The grant included the development of coursework in rhetoric, communication, collaborative problem-solving, and dispute resolution as well as international experiences at research labs and with NGOs in order for students to put science research and the situated expertise of local residents in conversation around public scientific controversies. This project sought to shift assumptions informing a circulation model of “broader impacts” by engaging engineering students in coursework and experiences that would cultivate local public deliberation with diverse stakeholders about pressing water-related concerns.

2014 *Spencer Foundation: Lyle Spencer Grant -* Participatory/Action Research to Produce Pedagogies and Practices of Writing in Schools for the Public Good (August 2015-July 2018) ($1 million)

This proposal framed a three-year, multi-site participatory/action research study with K-16 teachers in the U.S. and Canada to develop new pedagogical conceptualizations of public authoring, to generate a repository of worked examples and curricular resources, and to create an international online professional research community.

**Teaching and Research Interests**

Argument and Argumentation Intercultural Knowledge Building

Rhetorical Genre Ecologies and Public Life Participatory Research Methodologies

Socio-scientific Public Controversies *Phronesis*, *Techne*, and Rhetorical *Praxis* Performative Rhetorics Public Literacies

Rhetorics of Conflict and Controversy Power, Rationalities, and Reasonabilities

Transnational Rhetorics and Public Life Transdisciplinary Methodologies

Ecohumanities in the Anthropocene Mythopoetic techne and Eco-literacies

**Teaching Experience**

**The University of Texas at El Paso,** El Paso, TX 2014 – 2019

 Graduate Courses Developed, Designed and Taught:

 RWS 6130: Disciplinary Discourses [I designed this class.]

 RWS 6130: Finding Our Way, Feeling at Home [I designed this class as a

localized, humanizing approach to Preparing Future Faculty that includes Alt-Ac preparation.]

 RWS 5328: Global Rhetorics [I re-designed this class.]

 RWS 6319: Intro to Composition Studies [I re-designed this class.]

 RWS 5306: Research Methods in Rhetoric and Writing Studies [I re-designed

this class.]

 RWS 6310 Publics, Poiesis, and Posthuman Rhetorics. [I designed this class.]

Undergraduate Courses Taught:

 ENGL 1311/RWS 1301: Rhetoric and Composition I

 RWS 1302: Rhetoric and Composition II

 RWS 3366: Advanced Composition II (focused on argument/argumentation)

[I re-designed this class.]

**University of Missouri,** Columbia, MO

Graduate Courses Developed, Designed and Taught: 2012 – 2014

LTC 8900: Research Theories and Methodologies: Grounded Theory and

Situated Inquiry [I designed this class.]

LTC 8900: Situated-Sociocultural Approaches to Literacies and Technologies [I designed this class.]

LTC 8640: Youth Language Across Difference [I designed this class.]

LTC 8640: Public Literacies [I designed this class.]

LTC 8640: Missouri Writing Project Advanced Institute: Collaborative Inquiry with Photovoice [I designed this class; it is the first of its kind at MU. Graduate students across the university requested that I offer this regularly as a 16-week course.]

LTC 8615: Invitational Summer Institute Missouri Writing Project

LTC 8085: Problems in Education: Visual Rhetorics and Public Engagement

[I designed this class.]

LTC 8617: Methods of Teaching Middle and Secondary Writing

[Online graduate course I re-designed]

Undergraduate Courses Developed and Taught:

LTC 4470: Teaching English/Language Arts I—Methods of Teaching Young

Adult Literature [I re-designed this course.]

LTC 4474: Field Experience

LTC 4480: Teaching English/Language Arts II—Methods of Teaching

Secondary Writing [I re-designed this course to include two grant-supported public literacies projects: 1) Monologue Project and 2) Photovoice Project]

LTC 4484: Field Experience

LTC 1100: Orientation in English Education (1 crd.)

 [I re-designed this course.]

**Arizona State University,** Tempe, AZ 2008 – 2012

Graduate Courses Taught:

English 506: Methods and Issues of Teaching Language

[T.A. with Dr. Dango Paris in graduate course for pre-service M.A.T students]

Undergraduate Courses Developed and Taught:

English 480: Methods of Teaching Composition

[1 section of undergraduate pre-service teachers]

English 394: Hip Hop and the Teaching of English

 [1 section of a special topics class I designed]

English 217: Writing Reflective Essays

[1 computer mediated section]

Writing Across the Curriculum 101: Introduction to Academic Writing

[1 section in the Stretch Program]

English 101: First Year Composition

[6 computer mediated sections; 1 hybrid (face-to-face and online) section;

1 section in the Stretch Program]

English 102: First Year Composition

[2 computer mediated sections]

**Chandler-Gilbert Community College**, Chandler, AZ 2008; 2011

 Undergraduate Courses Developed and Taught:

English 101: First Year Composition

English 102: First Year Composition

English 101: First Year Composition

[3 computer-mediated sections]

English 101: First Year Composition for Education Majors

[1 computer-mediated section]

**Barber Middle School**, Acworth, GA

Teacher 2006 – 2007

[I taught one semester of 8th grade English before I was recalled by the U.S. Navy Reserve for six months, beginning January 2007.]

**Calhoun Middle School**, Calhoun, GA

Teacher and Coach 2004 – 2006

[I taught 8th grade English, 8th grade Social Studies, 8th grade Gifted Social Studies, 6th grade English, 6th grade Gifted English, and coached a 6th grade girls’ basketball team.]

**Cartersville Middle School**, Cartersville, GA

Teacher and Coach 2001 – 2004

[I taught 6th grade Reading and 6th grade Language Arts and coached 7th and 8th grade girls’ basketball teams at the middle school and a JV girls’ basketball team and a Varsity girls’ basketball team at Cartersville High School.]

**Conference Presentations**

**International Conferences**

2018 Long, E. & **Clifton, J**. *The Commons-in-Practice as An Antidote to Statelessness: Decentering*

*Institutional Roles and Logics in Public Life.*[The 15th General Assembly of the Council for the Development of Social Science Research in Africa: Africa and the Crisis of Globalisation.](http://codesria.org/generalassembly15/) Dakar, Senegal. December 2018*.*

2018 Invited Speaker. *Transborder Knowledge-building and the Rhetorical Art of the Repellent Fence.* Transborder Biennial: Art+People+Place. Ciudad Juarez, Mexico and El Paso, Texas, United States. 16 September 2018.

2018 Invited Symposium. Fecho, B. & **Clifton, J**. *Being, Doing, and Becoming: Fostering Possibilities for Agentive Dialogue.* Braga, Portugal. 13 June 2018

2016 Invited Lecture. *Cultures, Identity, Agency, and the Dialogical Self.* International Conference on the Dialogical Self. Lublin, Poland. 9 Sept 2016.

2015 *“Getting” Indian Country: Inviting Tactical Approaches to Transborder Knowledge-building.*

Borderlands Symposium as part of a transnational[Repellent Fence](http://postcommodity.com/Repellent_Fence_English.html) art exhibit by Postcommodity. Mexican Consolate, Agua Prieta, NM. 11 Oct. 2015

2015 Invited Keynote. Fecho, B., & Clifton, J. *Wobble, Cultures, and the Dialogical Self: Issues of Dialogue as They Relate to Reading and Writing.* A keynote address presented at the annual conference of the Korean Reading Association, Seoul, South Korea.

2014 *Unpacking the Power of Writing for Navigating Complex Selves in Networked Social Worlds* International Conference on the Dialogical Self. The Hague, Netherlands.21 Aug 2014.

2014 *Discovery, Change, and Dialogical Selves: Re-thinking the Teaching of Argument Writing.* International Conference on the Dialogical Self. The Hague, Netherlands.22 Aug 2014.

**National Conferences**

2019 *Disciplinary Knowledge on the Move: Researching the Performance-Rhetorics of Virtuoso Social Actors.* Conference on College Composition and Communication. Pittsburgh, PA. 16 March 2019.

2018 *The Future of Invention for a Prophetic Pragmatism.* Rhetoric and Religion. Knoxville, TN. 4 Oct.

2017 *Encountering Statelesssness: Democratic Iterations, Joint Inquiry, and Public Life.* National Consortium on Environmental Rhetoric and Writing Institute. Taos, NM. 14-16 July.

2017 Chair, workshop: With Shannon Carter, Ellie Long, Deborah Mutnick. *Austerity, Labor Conditions, and Academic Freedom in Higher Education: Leveraging Writing for Democratic Work in Public Spheres*. Conference on College Composition and Communication. Portland, OR. 15 March 2017.

2017  *Phronesis for Contemporary Public Life: Toward an Integrated Model of Rhetorical Expertise and Rhetorical Wisdom.* Conference on College Composition and Communication. Portland, OR. 17 March 2017.

2016 *Nurturing Diversity and Critical Consciousness in Teacher Education: A Multi-Layered Understanding.* Sponsored session, Standing Committee on Research. National Council of Teachers of English, Atlanta, GA. 18 Nov 2016.

2016 *Deliberation as “Delicate Business”: Suspending Closure to Scaffold Strategic Inquiry in a Rhetoric Course on Argument and Legal Reasoning.* Inaugural Conference on Rhetoric and Writing Studies Undergraduate Programs. El Paso, TX. 14 Oct. 2016.

2016 *Cultures, Identity, Agency, and Wobble: Advocacy through Dialogue*. National Council of Teachers of English. Atlanta, GA. 20 Nov 2016.

2016 *Low-Riders in Action: Creating a Borderland Aesthetic, Invoking a Gift Economy through Tecno-Sovereignty.* Conference on College Composition and Communication. Houston, TX. 8 April 2016.

2016 *Toward a Theory of Rhetorical Education: Writing Possibilities in Local Public Life.* Conference on College Composition and Communication. Writing Democracy Workshop, Poster Session. Houston, TX. 6 April 2016.

2014 *Writing Through Uncertainty, Conflict, and Difference: Navigating Complexity, Making Meaning*

*and Gaining Direction.* National Council of Teachers of English. Washington, D.C. 20 Nov 2014.

2013 *Embracing Uncertainty, Difference and Conflict: (Re)Inventing Writing as a Practical and Productive Part of Public Life*. National Council of Teachers of English, Boston, MA.23 Nov 2013.

2013 "The Future is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers." *[respondent; University of Missouri pre-service teachers presented at CEE roundtable session]* National Council of Teachers of English, Boston, MA.24 Nov 2013.

2013 *Feminist Collaboratives and Intercultural Inquiry: Constructing an Alternative to the (Not-So-) Hidden Logics and Practices of Micro-Lending.* 2013 Feminisms and Rhetorics Conference. Stanford University, Stanford, CA. 25-28 Sept 2013.

2012 *Dismissing Others, Enacting Dominance: High School Students, Pre-Service Teachers, and Self-Other Norms in Public Life.* National Council of Teachers of English. Las Vegas, NV. November 2012.

2012 With Laurie Cella, Elenore Long, and Jessica Restaino. *Unsustainable: Owning Our Best, Short-Lived Efforts at Community Writing Work.* Workshop at Conference on College Composition and Communication. St. Louis, MO. March 2012.

2011 With Elenore Long. *Community-Based Writing Research: Invigorating the Liberal Arts Tradition by Documenting and Testing Rhetorical Invention under Transnational New Capitalism.* Modern Language Association. Seattle, WA. December 2011.

2011 *Toward ‘the World that Could Be’: Transforming Practices and Imagination among youth in the Sudanese-American Refugee Community in Phoenix*. Panel presentation with Django Paris, Timothy San Pedro, Cynthia Nicholson: *Living and Learning in the Face of Arizona’s Regressive Policies: Case Studies of Literacies among Native American, African American, Latino/a, and African Youth in the Urban Southwest.* American Educational Research Association. New Orleans, LA. 9 April 2011.

2011 *Transforming Practices and Imagination: Re-shaping Social and Cultural Roles in a Sudanese-American Refugee Community in Phoenix.* Panel presentation with Elenore Long and Linda Flower: *Would Habermas Recognize This as Deliberation?: The Competing and Performative Discourses of Local Publics*. Conference on College Composition and Communication. Atlanta, GA. 8 April 2011.

2010 *Facing Our Fears: Preparing to Teach ‘Taboo’ YA Literature.* National Council of Teachers of English. Orlando, FL. 24 Nov 2010.

2010 *Making the Private Act Public: Sharing Responses to Student Writing.* Conference on College Composition and Communication. St. Louis, MO. 17-20 April 2010.

2009 *This I Believe:  How Young Adult Literature Can Change the Way Students See Themselves, Each Other, and the World.* Assembly on Literature of Adolescents of NCTE 2009. Philadelphia, PA. 23 Nov. 2009.

2009 *Embodying, Designing, and Learning Multimodally with SMALLab.* Games + Learning + Society Conference 5.0. Madison, WI. 10 June 2009.

2008 *The Heart of the Matter: The Price of Negotiating Identity for Love.* Assembly on

Literature for Adolescents of NCTE. San Antonio, TX. 24 Nov. 2008.

**Regional and Local Conferences**

2013 *Valuing Rivals, Interrogating Power: Re-Casting Argument as Dialogue Across Difference.* Write to Learn. 2 March 2013.

2011 *Hip Hop and the Teaching of English: Confronting Issues that Confront Our Communities.* Arizona English Teachers Association Conference. Mesa, AZ. 24 Sept. 2011.

2010 *Situating Local Public Deliberation among the Sudanese-American Refugee Community in Phoenix: An Analysis of Three Critical Incidents.* Western States Conference on Rhetoric and Literacy. Las Cruces, NM. 23 Oct. 2010

2010 *Situating Young Writers in Place-based Inquiry and Local Rhetorical Practices: Inventions for Going Public.* Arizona English Teachers Association Conference. Mesa, AZ. 24 Sept. 2010.

2010 *Making the Private Act Public: Sharing Responses to Student Writing.* ASU Composition Conference. Tempe, AZ. 27 February 2010.

2009 *Gaming First Year Composition: Enticing Students Through Play to Engage in Participatory Discourse Communities.* Two-Year College Association – West Conference. Salt Lake City, UT. 10 Oct. 2009

2009 *Making Writing Matter Through Collaborative Problem Solving and Real-World Rhetorics.* Arizona English Teachers Association Conference. Mesa, AZ. 17 Oct. 2009

2009 *Looking Inward, Looking Outward: Writing Journals in the Composition Classroom.* ASU

Composition Conference. Tempe, AZ. 20-21 February 2009.

**Invited Professional Presentations**

2018 *Nested Epistemologies and Interdisciplinary Research.* Dr. Deana Pennington’s ESE 6307 Interdisciplinary Problem Solving. UTEP, El Paso, TX. 28 Sept.

2018 *Interdisciplinary Research as a Wicked Problem.* Dr. Deana Pennington’s ESE 6307 Interdisciplinary Problem Solving. UTEP, El Paso, TX. 23 Feb.

2017 *Stakeholder Analysis and Participatory Design of Interdisciplinary Research*. Dr. Deana Pennington’s ESE 6307 Interdisciplinary Problem Solving. UTEP, El Paso, TX 28 Sept.

2017 *Mapping public participation and power in environmental policy decisions*. An NSF-funded summer training workshop preparing doctoral students across the country to do interdisciplinary research as part of [Employing Model-Based Reasoning in Socio-Environmental Synthesis](http://embers.cybershare.utep.edu/summerwksp.html) (EMBeRS). UTEP, El Paso, TX. 9 July.

2013 *Community Literacies: Mapping the (Inter)Disciplinary Terrain.* University of Missouri 16 October. Dr. Lenny Sanchez’s Sociopolitical Perspectives of Literacy in Urban Education course, Columbia, MO.

2013 Keynote Speaker. *Creating Contexts for Real-World Writing.* Missouri Writing Project Network. 19-20 September 2013. Columbia, MO. (Invited keynote for annual statewide conference across five National Writing Project sites in Missouri)

2013 *Situated Language and Literacies.* University of Missouri. 11 July 2013. Dr. Carol Gilles’s Theories of Language course. Columbia, MO.

2013 *Grounded Theorizing.* University of Missouri. 2 April 2013. Dr. Betsy Baker’s Qualitative Research I course. Columbia, MO.

2013 Public Literacies Symposium. Arizona State University. 18-20 March 2013. Tempe, AZ (Enterprise Knowledge Consultant and Co-Host)

2013 *Transnational Literacies and Situated Public Literacies.* University of Missouri. 31 January 2013. Dr. Rebecca Dingo’s Transnational Literacies course.

2013 *Listening for the ‘Limits of the Local’: A Series of Critical Incidents.* University of Missouri. 5 Feb 2013. Dr. Rebecca Dingo’s Transnational Literacies course. Columbia, MO.

2012 *Half the Sky Movement: Turning Oppression into Opportunity for Women Worldwide.* University of Missouri. Sponsored by Department of English and Women’s and Gender Studies. 1 Oct 2012. Columbia, MO (Invited respondent)

2012 *Countering Dismissive Moves in the Composition Classroom.* Arizona State University. 26 Nov 2012. Sponsored by ASU’s Writing Programs. Tempe, AZ.

2011 *Strategies for Engaging Students in Meaningful Writing.* Ganado Unified School District. Sponsored by Beginning Educators Support Team (B.E.S.T) Grant and Arizona State University. Ganado, AZ: 12 Feb 2011. (Invited presentation: 6-hour workshop for teachers of students of the Navajo Nation)

2011 *Designing Discourse Communities: Framing Problem Spaces, Scaffolding Invention.* ENG 594. A workshop for New Teaching Associates.1September 2011.

2010 *Designing Digital Cultures with Ning and Delicious: Online 2010, A Workshop for New Online/ Hybrid Teachers.* 13 May 2010.

**Awards and Recognition**

2017 *Argument as Dialogue Across Difference: Engaging Youth in Public Literacies’* nomination for the Conference on Community Writing Outstanding Book Award

2015 Appointed 1 of 12 scholars in the U.S. to serve a 3-year term on the National Council of Teachers of English (NCTE) Standing Committee on Research

2014 Selected as 1 of 5 highlighted sessions of more than 1,000 for the 2014 National Council of Teachers of English (NCTE) annual convention in the July 2014 issue of the *Council Chronicle*

2007 Valedictorian, Defense Information School, Basic Mass Communication Specialist Course, Summer 2007

2007 Valedictorian, Defense Information School, Basic Public Affairs-Writer Course Spring 2007

2007 Navy Achievement Medal

2004 Navy Achievement Medal

2002 Rear Admiral Keith Leadership Award

**Professional Writing Experience**

**U.S. Navy, European Command** 2002 – 2010

Mass Communication Specialist/ Public Affairs Officer

**Kennesaw State University Press**, Kennesaw, GA

Graduate Research Assistant 2007 – 2008

Freelance Writer 2004 – 2008

**Graduate and Undergraduate Mentoring**

**The University of Texas at El Paso**

 **Graduate Mentoring**

Faculty advisor for 24 MA and 31 PhD students per semester 2018 – 2019

Ph.D. Committees

 Moises Garcia-Renteria (chair) 2018 – 2019

Michael Noricks (chair) 2018 – 2019

Cassandra Dulin (reader) 2015 – 2016

*The Non-Traditional Student and the California State University System: A Case Study*

M.A. Committees, Rhetoric and Writing

Mohammed Sakip Idrissu (chair) 2018 – 2019

*Unveiling Veiled Voices: Understanding Hijabis’ Experiences in Public Spaces in El Paso*

1 of 6 students accepted to Arizona State University’s PhD program

Outstanding RWS Master’s Student

Erikk Hood (chair) 2017 – 2018

*Good Learning and Good Games: A Cheat Code to Rhetorical Research on Learning and Video Games*

Larry Morgan (chair) 2017 – 2018

*Spatial Genres of Revitalization: Desiring-Machines and the Production of Public Subjects*

Corina Lerma (reader) 2017 – 2018

 *A Mexican American’s Passage: An Autoethnographic Exploration of Identity and Self-*

*Empowerment*

 Outstanding RWS Master’s Student; Outstand UTEP Master’s Thesis

 1 of 12 students accepted to Purdue University PhD program

Eddie Nevarez (chair) 2016 – 2017

*Singular Rhythms and Rhetorical Imagination: A Case Study of the Maquiladora Workers’*

*Imagined Subsistence*

Outstanding RWS Master’s Student

 1 of 5 students accepted to U of Minnesota PhD program

M.S. Committee, Environmental Science

 Kagan Richard (reader) 2018 – 2019

*Understanding Public Concern Among Coastal Residents about the Impact of Climate Change*

*on Hurricane Frequency and Magnitude*

Graduate Research Assistants

 Moises Garcia-Renteria (PhD student; funded) 2018 – 2019

Michael Noricks (PhD student; funded) 2018 – 2019

 Sidouane Patcha Lum (PhD student; funded) 2016 – 2017

 Chowaing Chagra Belekeh (PhD student; funded) 2016 – 2017

Ruby Pappoe (PhD student) 2016 – 2017

 Erikk Hood (MA student; funded) 2015

Claudia Santiago (MA student; funded) 2014 – 2015

Graduate Teaching Assistants

 Chowaing Chagra Belekeh Fall 2017

RWS 5383 Global Rhetorics

 Moises Garcia-Renteria

RWS 5382 Publics, *Poiesis*, and Posthuman Rhetorics Fall 2017

**Undergraduate Mentoring**

Keira Lopez RWS Senior Writing Practicum 2018

Karen Monsisvais RSRC 4033 Research Course 2016

Estefania Castillo RSRC 4033 Research Course 2017

**University of Missouri**

**Graduate Mentoring**

Ph.D. Committees

 Selena Van Horn – Literacy Education (reader) 2013 – 2016

 *The exploration and regulation of gender and sexual identities in literacy education*

Kathryn Fishman-Weaver – Education Leadership & Policy Analysis

 (reader) 2013 – 2014

*Wholehearted Affective Education: A Feminist Framework for Cultivating Courage, Connection, and Self-Care in the College Transition*

**Undergraduate Mentoring**

Faculty advisor for 48 pre-service English educators per semester 2012 – 2014

**Academic Service**

**To the Profession**

2018 – 2019 President-elect, Association for Rhetoric and Writing Studies. Created organization as a non-profit entity; coordinated national conference in Austin, Texas, Oct 11-12, 2018 and November 9-11, 2019; built organizational infrastructure including voting processes, board member rotations, job descriptions, exploratory committees for publication opportunities and undergraduate program awards

2018 – Present Reviewer and Graduate Mentor, *Community Literacy Journal.*

2017 – 2019 Advisory Board, National Consortium on Environmental Rhetoric and Writing. 3-year appointment

2015 – 2017 Standing Committee on Research, National Council of Teachers of English. 3-year appointment

2014 – 2015 Lead Co-Editor, Editorial Team for *Literacy Research: Theory, Method, Practice* [a double-blind reviewed journal of the Literacy Research Association]

2013 – Present Editorial Board member, Managing Editor, *Dialogic Pedagogy: An International Online Journal*

2010 Chaired panel at NCTE 2010. Django Paris, Cynthia Nicholson, and Timothy San Pedro. “The Literate Lives of Youth in the Urban Southwest: Lessons for Pedagogy from Native American, African American, and Latino/a Students”

2010 Reviewed proposals for the Media, Culture, and Curriculum Special Interest Group of the American Educational Research Association for the national conference in Spring 2010

2008 – Present Reviewed articles for *Current Issues in Education*

2009 Reviewed articles for the 9th Annual Curriculum and Pedagogy Conference Proceedings, *Complicated Conversations and Confirmed Commitments: Revitalizing Education for Democracy* in Spring 2009

**To the University of Texas at El Paso, El Paso, TX**

2018 – 2019 Elected Member Department Steering Committee

2017 – 2019 Elected At-Large Member of the Graduate Council for the College of

Liberal Arts

2018 – 2019 Elected Member of Committee for Teaching Effectiveness

2018 – 2019 Co-chair, Undergraduate Curriculum Committee

2018 – 2019 Co-chair, Graduate Scholarship Committee

2017 – 2019 Elected Member of Undergraduate Curriculum Committee for the

College of Liberal Arts

2017 Coordinated and hosted “Let’s Talk About Water” film screening and

public discussion, funded by CUAHSI. With Ali Mirchi.

2017 Coordinated and hosted symposium at UTEP about participatory design

and interdisciplinary research with invited scholar Michele Simmons

2016 – 2018 Faculty Senate

 Community Engagement Council - Assessment sub-committee

Provost’s Community Engaged Scholarship Institute

Planning and facilitating faculty workshops for collaborative design of a Rhetoric and Writing Studies Undergraduate Major

2016 – 2017 Search Committee for RWS Cultural Rhetorics and Technical

Communication position

2015 – 2016 UTEP AWARE

 Search Committee for RWS Digital Rhetorics position

2015 Organized Community Tour of Ysleta del Sur Pueblo for the Center for

Civic Engagement.

2015 Coordinated and hosted Transnational Rhetorics Symposium at UTEP with 5 invited scholars of transnational rhetorics: Rebecca Dingo, Blake Scott, Sara McKinnon, Elenore Long, and Cristobal Martinez.

2014 – 2019 Rhetoric and Writing Studies Committee

 CORE faculty of Center for Civic Engagement

2014 – 2019 Graduate Scholarship Committee

**To the University of Missouri, Columbia, MO**

2012 – 2014 Advisory Board, Certificate of Qualitative Research

Qualitative Research Council

Founder, Water and Society [MU interdisciplinary research group]

Founder, Discourse Across Difference [MU Education research group]

Advisory Board for Council on Co-Teaching

Teacher Education Council

2012 – 2014 Faculty Sponsor of Missouri Undergraduate Teachers of English, student chapter of National Council of Teachers of English

2013 Coordinated one-day Qualitative Research Conference *Visual Methodologies: Photovoice, Sociosemiotic Ethnography, and Multimodal Discourse Analysis.* Columbia, MO. University of Missouri. 25 Oct 2013.

**To Arizona State University, Tempe, AZ**

2009 – 2010 Arizona State University Writing Programs Task Force, 2009-Present [This task force is involved in a self-assessment of the Writing Program in preparation for a WPA Evaluation of the program in April 2010]

2009 – 2012 Member, Graduate Scholars of English Association, Arizona State University, Tempe campus,

Fall 2010 – Spring 2011 Graduate student representative to faculty

Fall 2009 - Spring 2010 President

 Spring 2009 Treasurer

 Fall 2008-Spring 2010 English Education representative to

faculty

2008 – 2009 Search Committee for Full Professor of ESL, Arizona State University, Tempe campus, 2008 (failed search) and 2009 (successful search)

2008 Created Visual Rhetoric Website for New TAs in New TA Seminar, Arizona State University, Tempe campus 2008

2008 Wrote articles, copy-edited, designed the newsletter for Master of Arts in Professional Writing program, Kennesaw State University, Fall 2008

**To the Community**

2019 – Present Founding leadership team for collaborative design of Duvall Food Forest in western Washington

2018 – 2019 Collaborating with sites affiliated with Annunciation House, a longstanding organization committed to supporting asylum seekers.

2018 – 2019 Collaborating with Ysleta del Sur Pueblo to conduct research and design materials to be used in legal cases for asserting their land claims.

2016 – 2017 Partnered with Ysleta del Sur Pueblo to re-design multicultural, multilingual curriculum for Pre-K Tigua children

2014 – Present Initiated an ongoing university-community partnership with the Tigua Nation at Ysleta Pueblo del Sur and with the National Park Service to re-design Chamizal National Memorial.

2014 – Present Engaged in an ongoing community partnership with the Nile Institute of Peace to explore what peace means and might entail for relocated refugees from war-torn countries.

2013 – 14 Coordinated a university-community partnership around photovoice projects with the Central Missouri Community Action, a federally funded organization committed to serving low-income youth, and two branches of the Boys and Girls Club of Columbia, Missouri.

2013 – Present Established an ongoing university-community-school partnership related to community inquiry and documentary film-making with True False Film Festival, Marceline-I School District, and Disney Hometown Museum.

2013 – 2014 Mentored youth at The Center Project and PRISM, a community organization for LGBTQ youth

2012 – 2014 Participated in Quarterly Outdoor Classroom workdays at West Elementary School

2010 – 2012 Worked at the Arizona Lost Boys Center with Sudanese refugees in the Phoenix area to meet immediate writing and computer literacy needs and to invent new deliberative practices to help bridge generational gaps within the community and to establish more robust and complementary roles for women and men in the community.

**Professional Affiliations**

**Current Affiliations**

Association of Rhetoric and Writing Studies (ARWS)

National Consortium on Environmental Rhetoric and Writing (NCERW)

National Council of Teachers of English (NCTE)

College Composition and Communication (CCC)

Rhetoric Society of America (RSA)

Conference on Community Writing

Preparing Future Faculty Program (PFF)

**Current Community Partnerships**

Wilderness Awareness School

Cybertracker

The Duvall Food Forest

International Rescue Committee, New Roots Program

Quail Springs Permaculture

Permaculture Research Institute

Tigua Nation at Ysleta Pueblo del Sur

National Park Service at Chamizal National Memorial

True/False Film Fest

Walt Disney Hometown Museum in Marceline, Missouri

Black Alliance for Just Immigration

Nile Institute for Peace

Community Development Academy

Zambakari Advisory

**Former Community Partnerships**

Central Missouri Community Action

Boys and Girls Club

Centro Latino

South Sudanese Community Association of Arizona

**Former Affiliations**

Missouri Writing Project (MWP)/ Missouri Writing Project Network (MWPN)

National Writing Project (NWP)

Arizona English Teachers Association (AETA)

American Educational Research Association (AERA)

 Div G: Social Contexts in Education

 SIG 172: Grassroots Community and Youth Organizing for Education Reform

Assembly on Literature for Adolescents of NCTE (ALAN)

Kennesaw Mountain Writing Project (KMWP) – participated in KMWP Summer Institute 2008; current consultant

Georgia Council of Teachers of English (GSEA) – affiliated with GCTE while teaching in

Georgia (2001-2008)

Two-Year College Association – West (TYCA-West)