**PROFESSIONAL Profile**

I have served in various capacities throughout my academic and professional career, working independently and in collaboration with students, faculty, and staff from diverse cultural backgrounds and with diverse needs and abilities on projects and issues that required numerous and varied skills, including researching, writing, tutoring, and creating curriculum. I have attended numerous faculty development seminars, understand university policies, and know the importance of designing appropriate outcomes and evaluating the means by which those outcomes are achieved. In addition, I know the importance of supporting students in order for them to achieve the success of which they are capable in an academic environment. I am dedicated to making the educational experience an excellent one across all areas of an institution, and I believe that I am qualified for the position of director of the Academic Center of Excellence.

**Education**

**CELTA certificate,** Cambridge English Language Teaching for Adults, Teaching House, Oxford,

United Kingdom, 2017.

**Doctorate of Philosophy**, English Literary Studies, Durham University, United Kingdom.

Withdrawn on sick leave. Supervisor Dr. Simon James.

**Master of Arts**, English Literary Studies, Durham University, United Kingdom, 2006.

**Master of Arts**, English, University of Tulsa, Oklahoma, May 2003. Supervisor Dr. Holly Laird.

**Bachelor of Arts**, English Education, Psychology minor, MidAmerica Nazarene University,

Kansas, May 2001.

**Credentials**

**Certified in Special Education, Mild to Moderate Disabilities**, Oklahoma State Board of

Education. 2018-present.

**CELTA certificate,** CELTA, 2017.

**Certified in English Education**, Oklahoma State Board of Education. 2017-2019; 2013-2015.

**Certified in English Education**, Kansas State Board of Education, 2001-2005.

**Durham University and Learning Teaching Award.** Grants Associateship to the Higher

Education Academy of the United Kingdom. 2011.

**Summary of Skills**

**Communication Skills**

* Collaborated on the creation of a guidebook for future Writing Center Directors of the University of Tulsa while acting as Writing Center Co-Director.
* Proofread, edited, and updated the instructional guide for international students entering the Pre-Sessional Programme at the English Language Center of Durham University.
* Taught numerous classes in writing, from developmental writing and composition to technical writing/writing for the professions from 2001-present.
* Taught grammar and proofreading/editing skills to students in various university-level courses, ranging from Grammar I for non-native English speakers to Composition II for traditional students, demanding a breadth of emphasis and methods of teaching.
* Served on a writing committee at Warner University. Determined methods of increasing knowledge of finding, evaluating, and using sources in research.
* Created and delivered presentations to over 400 students regarding the visa application process as well as various aspects of university life in order to increase success.
* Created and delivered workshops on various skills necessary for academic success, including interacting in the classroom, formal communications with instructors, time management, stress management, etc.
* Presented expectations, objectives, and models for teaching Introduction to College Writing at the Writing Program Orientation to teaching assistants at the University of Tulsa.
* Led various meetings to update/discuss new evaluations and assessments of students and the appropriate services and accommodations needed for a student to be successful in MEEGS and IEP meetings for students with varying needs.
* Wrote and presented papers at various conferences, including the American Comparative Literature Association Annual Conference and the American Literature Association Symposium on Religion and Literature.
* Utilized various educational technology and learning systems including Brightspace, Moodle, WebCT, Google Classroom, Canvas, and Blackboard.
* Developed lesson plans that achieved the Oklahoma State Objectives for English but also accommodated for the needs of students with various disabilities in a direct-instruction classroom for Bartlesville High School.

**Academic Background and University Ethos Knowledge**

* Served on a processing subcommittee at Warner University that evaluated what changes various programs throughout the university were making to achieve specified outcomes, how the success of those outcomes was evaluated, how the need for changes was identified, and how to choose the means by which those changes could be achieved in order to compile information needed for the university’s accreditation report.
* Required to know and communicate university guidelines and procedures, including conditions for students with special needs, to students in order to invigilate exams.
* Created assignments and course calendars for various courses, including ESL courses, composition and argument courses for traditional, non-traditional, and non-native English speakers, and literature courses to ensure achievement of the required outcomes as dictated by university catalogs at various institutions of higher learning, domestic and abroad.
* Spearheaded the search for new textbooks at Warner University to better achieve the required outcomes for the courses Introduction to Academic Writing and Thinking, Composition I, and Composition II by identifying problems in the current textbooks, compiling input from other professors as to what they needed, researching textbook possibilities, and narrowing them down and presenting the possibilities to the committee.
* Developed the curriculum in 2015 for Warner University to be used for the university’s online American Literature course that aligned with the course objectives required as listed in the Warner University course catalogue.
* Researched programs at various universities in order to compile data for and make recommendations to the Senior Director of Special Projects and SACSCOC Liaison about the development of a future program at Warner University.
* Advised students each term as to which courses to take each term to achieve their degree.
* Investigated and compiled results from various testing centers in China when certain TOEFL scores from incoming students appeared suspicious upon request from the Immigration Office at Durham University.
* Evaluated students on probation requesting re-admittance into Warner University and students requesting admission who do not currently meet admission requirements as a member of the Student Services Committee.

**Project Management and Interpersonal Skills**

* Worked as Co-Director of the Writing Center of the English Department at the University of Tulsa, working with another graduate student to supervise and train English graduate students as tutors and secretaries, design a work schedule, and calculate yearly statistics.
* Monitored the progress of 21 special needs students throughout the school year. Issued quarterly progress reports, set up meetings to assure all deadlines were met in order to be in compliance with the law regarding evaluations, assessments, and individualized education plans, and compiled data to institute changes, as needed, when a student was not progressing as intended at Bartlesville High School.
* Interpreted assessment data in order to create appropriate education files for each student in my special education student caseload for Bartlesville High School.
* Maintained confidential files for each student in my special education student caseload for Bartlesville High School.
* Tracked over 400 international students a term in their progress of the visa application process, finding suitable accommodation for their subsequent stay, and facilitating their enrollment with the police and medical establishments of the United Kingdom.
* Taught 5 classes a term, designing course calendars for each class that set the pace to achieve all objectives during the allotted time.
* Liaised between students, teachers, directors of the English Language Centre, college officers, and the director and advisors of the International Student Office in order to aid students in achieving successful and legal entrance into various universities after successful completion of the pre-sessional program.
* Assigned articles and photographs to fellow graduate students as Deputy Editor of *The Ustinovian*. Later in my tenure, after the magazine had grown from a few pages to averaging 27, I assisted in the management of the editorial team.
* Worked as Co-Editor in Chief of *The Trailblazer*, working in collaboration with another student to assign articles, set agendas and lead staff meetings, edit articles, proof design, and get the publication to print by deadline.
* Worked with the Student Development Office to welcome freshmen and continued as a mentor, supporting them in their adjustment to university life. Collaborated with a faculty member in order to address the needs of the students in a way to encourage student success, involvement, and retention.

**Work history**

**Special Education English Teacher**, Ninth Grade, Bartlesville High School, Bartlesville, Oklahoma, Fall

2018-present.

**ELL Instructor,** Ardmore Language Schools, Boston, July 2018.

**English Teacher,** Eighth Grade, Eighth Grade Center, Owasso, Oklahoma, Fall 2017-May 2018 (1-year

position for teacher who was on sabbatical).

**Assistant Professor of English,** Humanities Department, Warner University, Lake Wales, Florida, Fall

2013-May 2017.

**Pastoral Tutor**, University of Durham, Summers 2009-2011.

**Adjunct Instructor**, English Department, University of Tulsa, Oklahoma, 2003-2004.

**Adjunct Instructor**, Humanities Department, Oklahoma Wesleyan University, Oklahoma, 2003-2005, 2012-2013.

**Adjunct Instructor**, Adult and Graduate Studies, Oklahoma Wesleyan University, Oklahoma, 2003-

2005, 2012-2013, 2018-present.

**Adjunct Instructor**, Communications Department, Tulsa Community College, 2004-2005, 2013.

**References available upon request**