

# NICK SANDERS

he/him | Ph.D Candidate | Michigan State University  
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## CURRICULUM VITAE

### EDUCATION

**Doctor of Philosophy in Rhetoric & Writing**, May 2023, ABD April 2021

**College Teaching Certificate**, May 2023

Michigan State University, East Lansing, Michigan

*Concentration Area:* Administrating Writing: Theory, Research, & Practice

*Language Proficiency:* Black Language, Rhetoric, & Literacy

*Guidance Committee:* Bill Hart-Davidson (Chair), April Baker-Bell, Julie Lindquist, & Trixie Smith

**Master of Arts in English**, May 2018

University of Maine, Orono, Maine

*Concentration Area:* Writing Studies & Writing Pedagogy

*Thesis:* Toward a Theory of Boundary-ness: Assignments and Perceptions of Agency in the College Writing Classroom

*Guidance Committee:* Ryan Dippre (Chair), Dylan Dryer, Dave Kress, & Charlyse Diaz

**Bachelor of Arts in English**, May 2016

The College of Saint Rose, Albany, New York

**Associate of Arts in Liberal Arts & Sciences (with Honors)**, May 2014

Fulton-Montgomery Community College, Johnstown, New York

### ACADEMIC APPOINTMENTS

<b>Distinguished University Fellow</b> , Michigan State University	2018-Present
<b>Research Assistant for Red Cedar Writing Project</b> , Michigan State University	2022-Present
<b>Part Time Faculty</b> , College of DuPage	2022-Present
<b>Full Time English Faculty (Temporary)</b> , Washtenaw Community College	2023-Present
<b>Part Time Faculty</b> , Washtenaw Community College	2022-2022
<b>Assistant Director of the Writing Center</b> , Michigan State University	2021-2022
<b>Expert Instructional Consultant</b> , Bella Consulting	2021-2021
<b>Graduate Instructor of Writing, Rhetoric, and American Cultures</b> , Michigan State University	2020-2021
<b>Summer Faculty, TRIO SSS</b> , Michigan State University	2020-2021
<b>Interim Program Specialist, TRIO Upward Bound</b> , SUNY Adirondack	2020-2021
<b>Graduate Writing Center Coordinator</b> , Michigan State University	2018-2021
<b>Adjunct Instructor of English</b> , Mott Community College	2018-2019
<b>Summer Residential Director TRIO Upward Bound</b> , SUNY Adirondack	2018-2020
<b>Graduate Teaching Assistant</b> , University of Maine	2016-2018
<b>Peer/Professional Tutor</b> , Fulton-Montgomery Community College	2012-2016

### PROFESSIONAL INTERESTS

Anti-racist approaches to curriculum, program administration, and teacher/tutor development; community literacy and community engagement; language justice and coalition building; critical whiteness studies; critical media literacy; language and literacy studies; graduate student mentorship and professionalization; curriculum/program development and assessment; Black queer feminisms; research method/ologies; technical and professional communication; document design; grant writing; writing program administration; writing center administration; writing across the curriculum/writing in the disciplines; faculty development; and English education.

## DISSERTATION ABSTRACT

### ***Divesting White Racial Consciousness: A Rhetoric of Coalitional White Racial Un/Learning***

This dissertation project develops a rhetoric of white racial un/learning to offer an approach to understanding how white people with actionable commitments to racial justice work to restructure their worldviews and divest whiteness to advance antiracist futures. Framed by theories from Black queer feminisms, critical whiteness studies, multimodal writing pedagogies, and transformative learning studies, this transdisciplinary project critically, and empirically, examines the contexts and experiences that shape how white people with actionable commitments to racial justice unlearn, deconstruct, and dismantle white worldviews, policies, and practices. To do so, I forward a multiphase critical whiteness video methodology that features artifact-based interviews, artifact making, collaborative viewing and interpretation, critical narrative reflection, and racial storytelling. Ultimately, this project charts moments of transformation and moments of (un)becoming that ultimately inform institutional antiracist transformations in pedagogy, policy, and administration to explicitly challenge white supremacy in distributed coalitional ways.

## PEER-REVIEWED PUBLICATIONS

### ***Journal Articles***

Smith, T., **Sanders, N.**, Meadows, B., Baugh, R., & Hawks, A. (September, 2023) **Histories, Failures, and Accountabilities: Queer Stories of Administrative Coalition.** *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric & Composition*, Special Issue: Coalition as Commonplace. Proposal submitted.

**Sanders, N.**, Pouncil, F., Pregent G., Smith T., Aguliar-Smith, S. (June, 2023) **Making Good on Our Promises to Language Justice: Spheres of Coalitional Possibilities across the Discipline.** *College Composition and Communication*. Revisions submitted.

**Sanders, N.** & Smith, T. G. (2022). **Nancy Grimm's Good Intentions Twenty Years Later and the Work Ahead.** *Writing Center Journal*.

Aguliar-Smith, S., Pouncil, F., & **Sanders, N.** (2022). [Departing To a Better World: Advancing Linguistic Justice Through Staff Professional Development.](#) *The Peer Review*, vol. 6, no. 1.

Pouncil, F., & **Sanders, N.** (2022) [The Work Before: A Coalitional Alliance Heuristic to Move Toward Black Futures in Technical Communication.](#) *Technical Communication Quarterly*, Special Issue: Black Technical and Professional Communication, vol. 31, no. 3, pp. 283-297.

### ***Chapters in Edited Books and Textbooks***

**Sanders, N.**, Pregent, G., & Bauer, L. (in press). **Orienting Public Pedagogues: A Black Feminist Approach to Community-Engaged Writing Center Work.** *Public Feminisms: Community Engagement through Writing, Research, and Activism*, edited by Carrie Baker and Avivia Dove-Viebahn.

Sanders, N. **Writing Histories, Writing Futures: A Guide to Analyzing Literacy and Identity.** *Writing Spaces: Readings on Writing, Volume 4*. Revise & Resubmit. Open access textbook chapter. Revision submitted.

Sanders, N. **Making Scyborgs in Undergraduate Consultant Education: Learning Projects for Queer Writing Center Futurities.** In Smith, T., Dixon, E., & Pouncil, F., *Queer Writing Center Praxis*. WAC Clearinghouse. (invited submission). Initial draft submitted.

**Sanders, N.** & Wansitler, C. **Queering Professionalization of Graduate Writing Center Administrators as Campus Leaders**, in Eds., Bond, C., Bracewell, J., Moroski-Rigney, S., Roper, K., & Faison, W., *Writing Center Administrators as Campus Leaders*. Proposal accepted.

Hawks, A., & **Sanders, N.** **Fostering Linguistic Consciousness through Response Practices: Perspectives from a Writing Center with Commitments to Language Justice**, in Eds. Blewett, K. & Post, J. *Reconceptualizing Response: Using Instructor Feedback to Promote Equity and Linguistic Justice in the Writing Classroom*. Accepted. Initial draft submitted.

## NON-PEER-REVIEWED PUBLICATIONS

### Teaching Materials

Sanders, N. (July 2021). [Writing as Inquiry – “Writing Selves/Writing Futures: Language, Power, & Socialization](#). *Gayle Morris Sweetland Digital Rhetoric Collaborative*. Syllabus & Calendar.

### Book Review Essays

Sanders, N. (2020). **Rereading the Reading Problem in English Studies**. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 20, no. 3 (Spring 2020). pp. 563-568. Book Review.

Sanders, N. (2018). [Securing Composition’s Disciplinarity: The Possibilities for Independent Writing Programs and Contingent Labor Activism](#). *Composition Studies*, vol. 46, no. 1 (Spring 2018). pp. 166-174. Long-Form Review Essay.

### Creative Nonfiction

Sanders, N. (2016). [Fathers, Sons, and Guns](#). *Thoughtcatalog.com*. Creative Nonfiction.

## ARTICLES IN PROGRESS

Sanders, N. **Embodiment, Perception, and Performance: Writing Assignments and Rhetorical Agency in a First-Year Writing Classroom**. Prepared for *Research and the Teaching of English*.

Sanders, N. **Introducing a Critical Whiteness Multimodal Methodology: Reflection, Memory, and Materiality**. Prepared for *Computers and Writing*

Sanders, N. **Divesting Whiteness as a Wicked Problem for Rhetoric and Writing Studies**. Prepared for *College English*.

Sanders, N. **Traversing Institutions, Traveling Pedagogy, and the Labor of (e)Motion: An Adjunct Instructor’s Habitus Across Multiple Sites of Instruction**. Prepared for *FORUM: Issues on Part-Time and Contingent Faculty*.

Cuevas, E., & Sanders, N. **Unsettling the Insidious: Using Racial Storytelling to Unearth Anti-Blackness**. Prepared for *Race, Ethnicity, and Education*.

Moroski-Rigney, K., & Sanders, N. **Rethinking Mentoring Politics and Ethics in Writing Center Administration**. Prepared for *Writing Center Journal*.

## PEER-REVIEWED PRESENTATIONS

Meadows, B., & Sanders, N. (2023, February). **‘Write using correct Standard English grammar’: A Content Analysis of Oppressive Ideologies in Two-Year College Writing Curricula**. *Two-Year College English Association National Conference*. Individual paper. Proposed

Hawks, A., Meadows, B., & Sanders, N. (2023, February). **Reckoning Pasts to Reimagine Disciplinary Futures: Black Feminist Methodologies, Sexual Violence Response, and white Racial Un/learning**, *Conference on College Composition and Communication*. Constructed panel. Accepted.

Wansitler, C. & Sanders, N. (2022, October) **Reflections on Creating and Adapting Access-Centered Systems and Pedagogies: Perspectives from Graduate Writing Center Administrators Through the COVID-19 Pandemic**. *International Writing Center Association*. Individual paper. Accepted.

Sanders, N. (2022, May). **The Case of Black Linguistic Appropriation on White Gay Twitter: Notes Toward Community-Accountability**. *Computers and Writing 2022*. Presentation on Panel.

Wourman, J., Haywood, C., Sanders, N., & Smith, R. (2022, May). **Social Media Ethics as Methodology and Pedagogy: Reflections and Practices Toward Black Feminist Digital Ethics Frameworks**. *Computers and Writing 2022*. Half-day workshop.

Wansitler, C., Walters, A., & Sanders, N. (2022, April). **Counterstorying Consultant Education: (Re)imagining Socially Just Tutor Training**. *East Central Writing Centers’ Association 2022*. Workshop

Smith, T., Pouncil, F., Pregent G., & Sanders, N. (2022, March). **Critical Reflection(s), Critical Relationship(s): Advancing Language Justice through Responsive and Accountable Coalition**. *Conference on College Composition and Communication 2022*. Engaged Learning Session. Accepted.

- Caswell, N., Banville, M., Yim, A., and Cui W., **Sanders, N.** (2021 October). **Meet the Editors of *The Peer Review***. International Writing Center Association 2021, Virtual Panel.
- Aguliar-Smith, A., Smith, T., Pouncil, F., Pregent G., & **Sanders, N.**, (2021, October). **Reckoning with Linguistic Racism Among Writing Center Communities: Reflecting towards Action**. International Writing Center Association 2021, Virtual Workshop.
- Sanders, N., Pregent, G., Konare, F., (2021, October). **Unsettling Borders Locally, Institutionally, and Internationally: Notes from an Emerging Community Writing Center**. Conference on Community Writing 2021, Virtual Panel.
- Smith, T., **Sanders, N.**, & Pregent, G. (2020, November). **Advocating for Writers' Language Practices Across Campus and Community: A Writing Center's Language Statement Policy**. *National Council of Teachers of English* 2020. November 10-22. Virtual Workshop.
- Brata, P. & Jackson, R., Wourman, J., Lauren, B., & **Sanders, N.** (2020, May). **Hospitality and Ethics in Community-Engaged Work: Self-Reflexivity, Positionality, and Strategic Contemplation**. *Rhetoric Society of America* 2020. Milwaukee, Wisconsin. May 21-24 2020. Conference canceled due to COVID-19.
- Haywood, C., Pouncil, F., **Sanders, N.**, & Pough, G. (2020, March). **Black Feminism as Commonplace: A Social Justice Orientation to Administration and Research**. *Conference on College Composition & Communication* 2020. Milwaukee, Wisconsin. March 25-28 2020. Conference canceled due to COVID-19.
- Sanders, N.**, & Pouncil, F. (2020, March). **Contested and Constructed: Mundane Documents, Students, and Strategies for Emergence**. Interactive workshop. *Two-Year College English Association* 2020. Milwaukee, Wisconsin, March 25, 2019. Conference canceled due to COVID-19.
- Sanders, N.**, Bauer, L., & Pregent, G. (2020, March). **Cultivating the Community Writing Center: Reciprocity in Developing Community Partnerships**. *East Central Writing Center Association* 2020. Marina University. March 5-7. Workshop.
- Sanders, N.**, Pouncil, F., Smith, T., Pregent, G., & Moroski, K. (2019, October). **Language, Power, and Accessibility: Advocating for Language Diversity in the Writing Center**. Workshop. *Michigan Writing Center Association 2019*, Central Michigan University, Nov. 2, 2019. Workshop.
- Pouncil, F., & **Sanders, N.** (2019, October). **Retention as Art: What Can Quantitative Methods Teach Us About Retention, Writing Centers, and Institutional Partnerships?** *International Writing Center Association* 2019. Columbus, Ohio, Oct. 16-19 2019. Individual paper.
- Haywood, C., Pouncil, F., & **Sanders, N.** (2019, June). **Designing Inclusive Futures: Black Feminist Design(s) as Ethical Practice in Administration, Pedagogy, and Research**. *Computers and Writing*, Michigan State University, June 20-22 2019. Panel.
- ★ Reviewed by Noah Wilson on [Digital Rhetoric Collaborative](#)
- Sanders, N. (2019, April). **From Beyond the Center: Lessons on Collaboration from a Sixth-Grade Multimodal Outreach Project**. *Eastern Central Writing Center Association*, University of Dayton, April 4-6 2019. Individual paper.
- Sanders, N.** & Pouncil, F. (2019, March). **Towards Bridging the Retention Gap: A Multiple Regression Analysis of Writing Center Use, Retention, and Persistence**. *IWCA Collective at Conference on College Composition and Communication* 2019, Pittsburg, Pennsylvania, March 13, 2019. Individual paper.
- Sanders, N. (2019, March). **Wearing Too Many Masks: An Adjunct Instructor's Habitus Across Multiple Sites of Instruction**. *Conference on College Composition and Communication* 2019. Pittsburg, Pennsylvania, March 13-16 2019. Individual paper.
- Sanders, N. (2018, April). **Writing Studies, Anti-Racist Work, and Human Subject Research**. *How Did You Think of That: Turning Your Passion into a Humanities Project*, co-sponsored by Stephen E. King Chair in Literature and the Clement and Linda McGillicuddy Humanities Center. University of Maine, April 21, 2018. (invited speaker). Individual paper.
- Sanders, N. (2018, March). **Echoes from the Center: Assignment Prompts as Sites of Linguistic Domination**. *Conference on College Composition and Communication*. Kansas City, Missouri, March 14-17 2018. Individual paper.i

- Sanders, N. (2018, March). **Power, Privilege, and Prompts: An Ethnography of Prompt Power in First-Year Writing.** *Research Network Forum at CCCC*. Kansas City, Missouri, March 14-17 2018. Work in progress presentation.
- Sanders, N. (2017, May). **Pedagogical Pathways: (Re)vision, (Re)reflection, and (Re)design.** *New England Summer Conference on College Composition and Communication*. Boston University, May 24-26 2017. Individual paper.

## INVITED SPEAKING ENGAGEMENTS

- Sanders, N. (2023, March). **Enacting Radical Writing Center Praxis.** Presented to tutors of the Writing Center at College of Lake College, Chicago, Illinois.
- Pouncil, F., & Sanders, N. (2022, October). **Mapping Coalitional Relationships in Organizations.** Guest lecture in Stephie Kang's first-year writing course.
- Sanders, N. (2021, March). **Introspective Videos as Antiracist Praxis.** Online Communities & Transformative Justice Lightning Talks. Humanities Commons @ MSU.
- Sanders, N. (2020, October). **The Violence of Whiteness and "Good White People": Notes Toward Reflective Action.** *Life-Saving Knowledges: Critical Frameworks to Disrupt Heteronormativity* series. Presented to members of the LGBT Resource Center at Michigan State University.
- Sanders, N. (2019, August). **First-Year Writing as an Anti-Racist Practice: Notes Toward a Justice Orientation for the Teaching of Writing.** Invited Speaker for Professional Development Day, Department of English. The College of Saint Rose. 16 August 2019.

## GRADUATE TEACHING EXPERIENCE

### Teaching Assistant, Michigan State University

#### **WRA 889, Writing Center Administration Theory, Research, and Practice**

Graduate Rhetoric and Writing course examining the theoretical and practical components of writing center work, including theories of writing, culture, education, and administration that shape writing center theory and consequently writing center practice.

*Teacher Mentor: Dr. Trixie Smith and Dr. Grace Pregent*

#### **ENG 819/406, Special Topics in English-- "Anti-Racist Pedagogies: Theory & Practice"**

Pre-service English Education majors and English graduate students focussing on antiracist-intersectional-critical literacy approach to the teaching of writing and English Language Arts; students translate critical race, Black feminist, and Indigenous theoretical frameworks into practice. Fall 2019. Online.

*Teacher Mentor: Dr. April Baker-Bell*

## UNDERGRADUATE TEACHING EXPERIENCE

### Temporary Full Time Faculty, English Department, Washtenaw Community College

#### **ENG 111, College Composition, 1 section**

A first-year writing course designed around critical literacy studies, critical media studies, and professional writing. Asynchronous online.

#### **ENG 226, Advanced Composition: "Public Writing as Activism," 2 sections**

A transfer-stream course focused on expository writing focused on public writing as activism through public sphere and critical race and gender theories. In-person.

#### **ENG 140, Horror and Science Fiction 1 section**

An introduction to literature course focused on a historical survey of horror and science fiction across American and British literature and film studies, with a focus on Black, Indigineous, and women authors. Asynchronous online.

### Part-Time Faculty, Department of English, Washtenaw Community College

**ENG 111, College Composition**, 5 sections (Spring 2021, Fall 2022)

A first-year writing course designed around critical literacy studies, critical media studies, and professional writing. In-person and synchronous online.

**ENG 226, Advanced Composition: “Public Writing as Activism,”** 1 section (Summer 2022)

A transfer-stream course focused on expository writing focused on public writing as activism through public sphere and critical race and gender theories. In-person.

**ENG 140, Horror and Science Fiction**, 2 sections asynchronous (Fall 2022)

Survey of horror and science fiction. Subbed for a long-term leave.

### Part-Time Faculty, Writing Studies, College of DuPage

**ENG 1101, Workplace Writing**, 1 section (Fall 2022)

Designed for vocation-track students introducing core practices of composing, report writing, and designing. Students used the rhetorical, organizational, and activity frameworks to research workplace writing and create a public-facing portfolio. Asynchronous.

### Center for Gender in Global Context Summer Teaching Fellow, Michigan State

**WS 201, Intro to Women & Gender Studies**, 1 section (Summer 2022)

[\*\*“Emergence, Disruption, and Imagination: Dreaming Intersectional Futures”\*\*](#)

An undergraduate women’s studies course grappling with multiple intellectual and political cosmologies that constitute “women and gender studies,” including Black feminisms, transfeminisms, queer feminisms, decolonial and Indigenous feminisms, and cyborg feminism alongside, and in tension with, canonical feminist traditions. The focus of this course, then, is to learn how and why interlocking systems of oppression are continually maintained ideologically, materially, and historically and to develop habits to decenter, challenge, and uproot these violent legacies in our lives and institutions. Asynchronous.

### Graduate Instructor of Writing & Rhetoric, Michigan State University

**WRA 101: Writing as Inquiry**, 1 section (Spring 2021)

[\*\*“Writing Selves/ Writing Futures: Language, Power, & Socialization”\*\*](#)

An undergraduate general education course fulfilling the Tier I Writing requirement at Michigan State following a shared curriculum unified by discovery, communication, and inquiry. Guided by critical feminist and antiracist pedagogy, students critically interrogate their individual values around writing and the social forces which shape them. Projects include a critical media essay, linguistic autoethnography, professional writing research project, and video reflections. Synchronous.

★ Syllabus published *Digital Rhetoric Collaborative’s Syllabus Repository*

**Honors Option:** “Exploring Language Ideology and Standardization in English Education and Critical Race Dis/ability Studies”

**WRA 395: Writing Center Theory and Practice**, 1 section (Fall 2020)

[\*\*“Love, Radicalism, and Worldbuilding”\*\*](#)

A consultant-education course designed to introduce incoming consultants to the cultures, practices, and values of undergraduate writing consulting at the Writing Center @ MSU. Students are provided with theoretical understandings of writing, literacy, and learning as embodied social processes, practical strategies, and community-engaged learning experiences in the Community Writing Center to support their

development as undergraduate writing consultants and introduce them to the fields of writing and writing center studies. Synchronous.

*Graduate Teaching Intern: Colton Wansitler; Undergraduate Teaching Intern: Aly Waters*

**Honors Option:** “Measuring Values Over Time: Consulting Philosophies and Practices of Undergraduate Writing Consultants”

**Program Instructor, Summer Excel, TRiO SSS, Michigan State University,**

**Bridge Writing Course: “Storying College Writing”**, 2 sections (summer 2020 and 2021)

A bridge-program writing course focusing on inquiry, reflection, and revision to introduce and practice core practices of writing and reading in college contexts. Students practiced professional genres and narrative writing to name previous experiences and expertise as assets in navigating new writing contexts. Centered Black feminist-womanist storytelling. Synchronous.

*Undergraduate Teaching Assistant: Justice Fowler (2020 and 2021)*

*Undergraduate Writing Mentors: Tasnim Ahmed and Walter Kearney (2021)*

**Graduate Teaching Intern, Michigan State University**

**WRA 495: Topics in Writing Pedagogy--Community Literacy and Engagement**, 1 section (Spring 2022)

Community Literacies Across Borders introduces the theories, research, and pedagogies of community literacy in a global context for students to understand in a complex way what community literacy is and how it is evolving particularly during and following the pandemic. Synchronous.

*Teacher Mentors: Dr. Grace Pregent & Dr. Trixie Smith*

**WRA 395/ENG 395, Writing Center Theory and Practice**, 1 section (Spring 2020)

A course for incoming undergraduate writing consultants, focusing on writing, literacy, and learning across contexts; readings included writing center research alongside interdisciplinary writing research in applied linguistics, English Education, sociology, and higher education administration. Spring 2020. In-person & hybrid synchronous.

*Teacher Mentor: Dr. Grace Pregent; Teaching Intern: Leah Bauer (Undergraduate)*

**Adjunct Instructor, Humanities Division, Mott Community College**

**ENGL 101, English Composition I**, 1 section (Fall 2018)

Introduced students to writing and literacy as a social practice in academic, professional, and digital spaces; projects included a literacy narrative using literacy theory, analysis of digital artifacts, and research remix. Readings included a study of literacy, rhetorical ecologies, and critical race theory. Fall 2018. In-person.

**Graduate Teaching Assistant, University of Maine**

**ENG 101, College Composition**, 4 sections (Fall 2016-Spring 2018)

A writing-about-writing course designed to explore literacy as a social practice, with particular attention to the intersections of class and race, identity, and community. Students were assessed by anonymous portfolio review. Fall 2016-Spring 2018. In-person.

**ENG 131, Nature of Story, “The Stories We Tell,”** 1 Section (Spring 2018)

A general education literature course delivered in a lecture hall format, focusing on literature, film, and history at the intersections of language, race, gender, location, and ideology. Spring 2018. Co-taught in person.

**ENG 201, Strategies for Teaching Across Contexts**, invited lecture (Spring 2018)

A writing in the discipline course focusing on rhetorical genre and activity approaches to text production. Invited lecture on tools for workplace activity analysis, Actor-Network Theory (ANT), and Cultural-Historical Activity Theory (CHAT). Spring 2017. In-person.

## SECONDARY TEACHING EXPERIENCE

Classroom Teacher, TRiO Upward Bound at SUNY Adirondack (Grades 10-12)

[Introduction to Digital Storytelling](#) (2 sections, in person, 2019)

[Writing Through Video: The Video Essay](#) (1 section, in person, 2019)

[Critical Media Literacies](#) (2 sections, hybrid asynchronous, 2020)

Classroom Teacher, Summer Academy at Fulton-Montgomery Community College

[Digital Storytelling](#) (1 section, in person, 2016)

## TUTORING EXPERIENCES

**Part-Time Professional English Tutor**, February 2019- August 2021, Lansing Community College

**Group Leader, Graduate Writing Group**, Fall 2018-Spring 2020, Michigan State University

**Graduate Writing Consultant**, Fall 2018- Spring 2021, Michigan State University

**Writing Center Specialist & International Student Liaison**, 2015-16, The College of Saint Rose

**Professional Online & Onsite Writing Tutor**, 2012-16, Fulton-Montgomery Community College

## TEACHING, MENTORING AND LEARNING COMMUNITIES

**Center for Teaching and Learning Innovation Graduate Fellow**, Michigan State University, AY 22-23. MSU's revamped teaching and learning fellowship program. Responsible for faculty development curriculum alignment and mapping project.

**Invitation Summer Insitute**, *Red Cedar Writing Project*, Michigan State University, Summer 2021. MSU's site of the National Writing Project focuses on professional development for K-U writing teachers focused on teaching writing, research and theory, mentorship, and leadership.

**Colleges' Online Learning Academy (COLA)**, Michigan State University, Summer 2021

A cross-disciplinary college teaching professional development series for graduate students focused on issues of digital pedagogy and assessment.

**Interdisciplinary and Inquiry Teaching Fellow**, James Madison College, Michigan State University, AY20-21

A year-long teaching and learning cohort model offered through one of MSU's interdisciplinary residential programs of public policy. The program focused on undergraduate education, assessment, and issues of interdisciplinarity, including a mentored research project on a senior capstone writing class.

## ADMINISTRATIVE & LEADERSHIP EXPERIENCE

**Assistant Director of the Writing Center**, Summer 2021-Summer 2022

The Writing Center, Michigan State University

- Supported office operations, including hiring and mentoring of graduate assistants, part-time graduate student tutors, and undergraduate tutors; supported logistical workflows for writing center scheduling, training, and reporting; and developed center communication strategy through the writing and distribution of weekly newsletters
- Supervised and mentored five student receptionists, three graduate assistants and their programs, and mentored undergraduate consultants; focus on developing skills and cultivating experiences for students' individual goals in media strategy, assessment, teaching, and research
- Led the assessment committee to design and develop several linked assessments to inform unit strategic planning, including focus groups, client surveys, and stakeholder analysis; collaborated to develop plans for the upcoming strategic plan
- Designed and implemented faculty development workshops on issues of writing pedagogy, student mentorship, providing effective feedback, and effective course design; led faculty/clinical writing groups
- Partnered with units across campus to offer specific programming on writing, reading, literacy, and technology



- Collaborated to author CFP for the annual regional writing center conference, “Critically Imagining Writing Centers: Stories, Counterstories, and Futures” and supported the planning of the conference
- Collaborated to co-teach WRA 889: Writing Center Administration and WRA 495/GS301: Community Literacies in Canada, including supervising a 2.5-week study abroad experience in Canada
- Provided general leadership in the center, consulted on budgeting, reporting, and strategic planning

#### **Research Assistant & Teacher Consultant, Red Cedar Writing Project, Fall 2021-Present**

A Chapter of the National Writing Project, Michigan State University

- Project managed and coordinated a \$70,000 USD NEH/NWP Grant “A More Perfect Union” geared toward reinvigorating public institutions. Consisted of a multi-pronged community-engaged program including: open access youth writing camps, family writing workshops, local teacher professional development, visiting author series, and the development of a community-centered afterschool tutoring program
- Provided administrative and pedagogical support for Michigan State’s site of the National Writing Project, including summer teaching institutes, writing workshops for teachers and youth, and social media content strategy

#### **Interim Program Specialist, Fall 2020**

TRiO Upward Bound I, SUNY Adirondack

- Filling a short-term leave, advised 20+ high school TRiO eligible students enrolled in the Upward Bound college preparatory program, topics covered including academic strategies, coping with online learning, mental health, and college applications

#### **Graduate Coordinator of the Community Writing Center, Summer 2020-Present**

The Writing Center, Michigan State University

- With Grace Pregel, met with stakeholders at the East Lansing Public Library to develop, pilot, and assess a community writing center before and beyond the COVID-19 pandemic
- Project managed a team of 9 graduate and undergraduate writing consultants to develop virtual services in the COVID-19 pandemic, a virtual programming series held on Facebook Live, and onboarding curriculum for new consultants centering embodiment, identity, and community literacy, and social media campaigns to drive awareness and advertise services
- With Tina Puntasecca, developed a strategic plan (1-, 3-, and 5-year targets) with emphasis on feminist administration, community, and consistency
- Developed and implemented programming for community members, including workshops on professional documents, creative writing, and grant writing established synchronous and asynchronous feedback mechanisms for community writing feedback and engagement
- Mentored an undergraduate intern responsible for social media and content strategy and branding

#### **Writing Enrichment Liaison for TRiO SSS, Fall 2019-Present**

Writing Center, Michigan State University

- Served as point of contact between TRiO services and the Writing Center to support the development of students’ academic literacies
- Collaborated with Coordinator of Academic Support to develop interactive workshops regarding supporting students in first-year writing, developing academic literacies around writing, reading, and inquiry

#### **Residential Director of TRiO Upward Bound, Summers 2018, 2019, & 2020**

TRiO Upward Bound, SUNY Adirondack

- Coordinated, designed, implemented, and assessed co-curricular residential and academic-support activities for 100+ residential high school students grades 10-12, focussing on personal routines, teamwork and collaboration, physical and social wellness, and relationship building

- Onboarded, mentored, supervised, and supported the professional development of 10 undergraduate residential peer mentors; led staff meetings and professional development workshops

**Graduate Coordinator of Beyond Insights Youth Outreach Program**, Fall 2018-Spring 2020

Writing Center, Michigan State University

- Developed, implemented, and assessed community-engaged curriculum centered around community-building, video-making, play, and teamwork for 60+ sixth-grade students in a gifted and talented program housed in the Lansing School District
- Responsible for designing and implementing lesson plans and coordinating on-campus partnerships between the Writing Center, the Language, and Media Center, and the Center for Language Teaching Advancement to support and enrich the learning goals of the program

**Project Contributor, Workshops Reimagined**, Summer 2020

Writing Center @ MSU, Michigan State University

- Collaborated to redevelop the plagiarism workshop used for writing center classroom visits to include a culturally-relevant discussion of writing and the politics of plagiarism and citation politics; provided feedback on other workshops reimagined and multimodal supplements (e.g., social media posts)

**Project Contributor, Handbook Revamp**, Summer 2020

Writing Center @ MSU, Michigan State University

- Collaborated to write and edit the “Consultant Pedagogies and Practices” chapter of our revamped handbook. Revision included theoretical assumptions of learning and literacy, a pedagogical toolkit for consultants, and the anatomy of a consultation; provided feedback on the comprehensive handbook around design, accuracies, and copyediting

**Project Lead, Language Statement Professional Development**, Summer 2019-Spring 2020

Writing Center @ MSU, Michigan State University

- Developed 11-two hour professional development workshops for approximately 80 graduate and undergraduate consultants during the 2019-2020 academic year focusing on language and power
- Collaborated with WC team of directors to invite guest speakers to campus for a series of public talks, including language scholars in Rhetoric and Composition
- Facilitated and assessed in-house workshops and professional development events on language, white supremacy, and pedagogy

## COMMUNITY-ENGAGED EXPERIENCES

### *Community Writing Center & East Lansing Public Library*

**“Write it Out” Youth Writing Workshops Series.** June-August 2021. In-Person.

A series of six weekly 90-minute writing workshops designed for ages 8-13 in the East Lansing Public Library. Topics included, “Creating Comics & Writing Your Own Adventure,” “Exploring and Recording Nature,” “Monsters, Mayhem, and Sketch Writing,” “A Collage is Worth a Thousand Words,” “Writing Wizarding and Witching Worlds,” and “Twisting Tall Tales.” Coordinated and facilitated.

**Professional and Community Writing Workshops Series.** January-April 2021. Online.

A series of 60-minute interactive workshops for adult community members. Topics included, “Creative Writing Write In” (in partnership with Capital Area District Libraries), “Introduction to Grant Writing,” and “Crafting Effective Cover Letters and Resumes,” (via Facebook Live). Coordinated and facilitated.

**“We’re Still Here” Facebook Live Campaign.** June-August 2020. Online.

Undergraduate students hosted a series of interactive Facebook Livestream broadcasts to connect with the community amid the COVID-19 crisis. Topics included, “Introducing the Community Writing Center,” “Resumes and Cover Letters,” “Preparing for the SAT,” and “Writing Your Representatives”

### *TRIO Student Support Services Reading and Writing Programs*

**Writing Graduate School Applications.** November 2020. Online.

**Strategies for Reading.** TRiO SSS. October 2020. Online.

**Using Writing to Navigate the Institution.** February 2021, March 2022. Online.

**Using Storytelling to Hack New Opportunities.** March 2021, March 2022. Online.

**Creative Writing Write-In.** Online. April 2021, April 2022.

### *Community Engagement Through The Writing Center @ MSU*

**Beyond Insights Youth Video Storytelling Program.** Fall 2018 and Fall 2020

An engaged community partnership offered to sixth-graders in the gifted and talented program, “INSIGHTS,” through the Lansing Public School District. The program’s curriculum and pedagogy hinge on multimodality, storytelling, collaboration, and reflection and include campus partnerships with the Center for Language Advancement and the Language Media Center housed in the Residential College of Arts and Humanities.

**Connecting Community, Creating Stories-- The Community Composing Project.** Fall 2018- May 2020

A long-term community-engaged project that seeks to connect the community through the sharing of stories from events all over the Greater Lansing area. With these efforts, our goal is to bridge differences by telling and listening to the stories of local area residents

## **FACULTY DEVELOPMENT PROGRAMMING**

Moroski-Rigney, K., **Sanders, N.**, Montgomery, P., (2021-2022 AY). **Mentoring Graduate Student Writers in Human Development and Family Sciences.** Year-long, monthly faculty development for HDFS clinical faculty on topics including graduate student mentorship, scaffolding large writing projects (e.g., comprehensive exams and dissertations), feedback, assessment, language and disability justice, antiracist pedagogy, rhetorical analysis, and writing transfer.

**Sanders, N.**, Moroski-Rigney, K., & Harris, E., (2021-2022 AY). **Strategies for Teaching Across Fields (STAF) for Graduate Student Teachers.** A year-long, WAC-focused teacher development model for graduate student teachers in the College of Arts and Letters. The program included informal writing pedagogy mentor groups and a week-long writing pedagogy institute focused on building blocks of effective writing pedagogies across the disciplines.

**Sanders, N.**, & Cuevas, E. (Fall 2020). **Anti-Racist Administrative Workshops.** Two-sequenced workshops were facilitated for members of the WRAC leadership team focusing on developing an orientation for antiracist practice. Through practices of reflection, self-work, and decentering, participants design an administrative heuristic for actionable and structural antiracist engagement within leadership roles in WRAC to redress white supremacy, anti-Blackness, and racism in administration.

**Sanders, N.**, & Cuevas, E. (Spring 2020). **Orienting Anti-Racism in the Equity and Justice Task Force.** Department of Writing, Rhetoric, and American Cultures. Two interactive workshops to orient department members (TT, NTT, graduate students) on the Equity and Justice Task Force to the issues of structural racism, intersectionality, and whiteness.

**Sanders, N.**, Konare, F., Hawks, A. (2021-2022 AY). **Storytelling and Activism Staff Professional Development.** A year-long professional development series focussing on storytelling and counterstory as forms of activism.

**Sanders, N.**, Pouncil, F., Smith, T., Pregent, G., & Moroski, K. (2019-20 AY). **Language Statement Pedagogy in the Writing Center @ MSU.** Professional Development. The Writing Center @ MSU. Eleven bi-weekly staff workshops developed with campus partners for the academic year 2019-2020; responsible for rolling out and fostering conversations and activities around language and power-- considering matters of race, gender, sexuality, indigeneity, regionality, and disability.

Sanders, N. (October 2021). **Writing Processes and Practices.** Optional workshop for participants of the Community Engagement Writing Retreat. Hastings, Michigan, October 14-16.

Pouncil, F., & **Sanders, N.** (January 2020). **Becoming a Critical Interventionist: Language Ideology and Student Construction.** All-College Professional Development Day. Lansing Community College. January 9, 2020. Two sessions.

## WRITING ACROSS THE CURRICULUM PROGRAMMING

- Sanders, N., & Pregent, G. (November, 2022). **Scholarly Writing Retreats to Support Early Career Research & Writing.** Workshop presented to Alliance for African Partners and International Research and Exchanges Board at Michigan State University.
- Sanders, N. (September 2021). **Grabbing the Grant: Grant Writing Processes and Composing Literature Review .** Workshops presented to Agricultural, Food, and Resource Economics Graduate Student Organization Brown Bag.
- Sanders, N. & Miller A, (August 2021). **Writing Through Nursing School: Resources, Practices, Literature Reviews, and Citations.** 4-hour nursing student orientation presented on behalf of The Writing Center @ MSU.
- Botex, S., Fowler, J., Konare, F., Campbell, J., & Sanders, N. (July 2021) **Fulbright Application Writing Workshop.** Presented collaboratively with MSU Fulbright program to prospective applicants in both Research Open Study and English Teaching Assistant tracks.
- Smith, T., Pregent, G., Sanders, N., (April 2021). **Overview of the Research Grant Writing Process.** Presented to junior faculty at the University of Nigeria as part of a week-long grant writing workshop. Online.

## STAFF DEVELOPMENT PROGRAMMING

- Sanders, N. (November 2021). **Assessment and Reporting as Administrative Practices.** Graduate coordinator professional development. The Writing Center @ MSU.
- Sanders, N. & Meadows B., (May 2021). **Navigating and Understanding Consultant Modalities: Face to Face, Google Docs, Zoom, and Asynchronous.** Summer staff orientation. The Writing Center @ MSU.
- Sanders, N. (March 2021). **Preparing for the Annual Review.** Writing, Rhetoric, and Praxis. Workshop presented to first-year Ph.D. and MA students.
- Sanders, N. (November 2020). **Peer-to-Peer Committee and Networking Workshop.** Writing, Rhetoric, and Praxis. Workshop presented to first-year Ph.D. and MA students.
- Sanders, N. (August 2020). **The Graduate Coordinator Role and Language Justice.** Graduate Coordinator Retreat. The Writing Center @ MSU. August 18, 2020. Online.
- Sanders, N. (August 2020). **Language, Power, and the Language Statement.** 2020 Graduate Coordinator and Consultant Orientation. The Writing Center @ MSU. August 24, 2020. Online.
- Sanders, N. (August 2020). **Three Feedback Orientations with/in the Language Statement.** 2020 All Staff Orientation. The Writing Center @ MSU. August 27, 2020. Online.
- Sanders, N.** & Melendez, J. (August 2019). **Bodies, Technologies, Movements: Mapping Writing Processes.** Professional development session for graduate consultants. The Writing Center @ MSU. August 21, 2019.
- Sanders, N.,** Aguliar-Smith, S., & Pouncil, F. (August 2019). **Language, Power, and Systems: The Language Statement and the Graduate Coordinator Role.** Professional development workshop for graduate assistants of the Writing Center. Graduate Coordinator Retreat 2019. The Writing Center @ MSU. August 19, 2019.
- Sanders, N.,** & Pine, A. (2019, February). **Introduction to Rhetorical Analysis.** Professional Development Workshop. The Writing Center @ MSU. 1 March 2019.
- All Attendee Event Table Facilitator. (2018, March). **Literacy, Language, and Labor for Social Justice: Outward and Inward Reflection.** *Conference on College Composition and Communication: Languaging, Laboring, and Transforming.* Kansas City, Missouri, March 14-17 2018.
- Colburn, S., Gerow, K., and **Sanders, N.** (2017, April). **Re-seeing and Re-ving: The English 101 Portfolio.** English 101 Collaborative Workshop. Workshop presented to students of English 101 at the University of Maine.
- Sanders, N.,** and Colburn, S. (2017, March & November). **Revealing Lines of Inquiry, Reasoning, and Purposes in Academic Writing.** English 101 Collaborative Workshop. Workshop presented to students of English 101 at the University of Maine.

## INDUSTRY EXPERIENCES

### **Instructional Designer, *Bias Reduction in Medicine Leadership*, Fall 2021**

Bella Consulting for Seattle Children's Hospital, Seattle, Washington

- Contracted to write and record a short video entitled "[Decentering and Divesting Whiteness](#)" as part of the *Bias Reduction in Medicine-Leadership: Developing an Antiracist Praxis for Confronting and Reducing Racism and Anti-Blackness in Hospital Leadership* series

### **Service, Training, and Operations Manager, December 2013- August 2015**

Old Navy (GAP Inc.) Store #5910, Albany, New York

- Led daily operations, policy compliance, hiring, onboarding, supervision, and annual reviews of 200+ part-time associates; monitored and tracked sales and business metrics; provided logistics workflow support (signage, price change, shipment, merchandising); completed sales forecasting, store budgeting (~9 M), and weekly scheduling; mentored a team of ten sales leads and keyholders; led community outreach for local school districts; consistently recognized as a market leader in sales

## EDITORIAL EXPERIENCES

### **Graduate Editor of Outreach, *The Peer Review*, Fall 2021-Spring 2023**

An International Writing Centers Association Journal

- Promoted the visibility of the journal through web presence, social networking, and relationships with regional and state IWCA organizations and other publications; presenting at national and international writing center conferences and collaborations; supporting the web coordinator
- Reviewed national, regional, and state conferences' programs to invite potential authors to turn their presentations into manuscripts
- Hosted workshops for potential authors to demystify the publishing process
- Served as a liaison between the social media intern and the TPR board
- Conducted analyses of TPR readership, authorship, reviewership and make recommendations to the board on areas of improvement
- Mentored authors and corresponded with authors and reviewers throughout the process.

## FUNDING AND GRANTS SUBMITTED

**National Endowment for the Humanities and National Writing Project "A More Perfect Union"** with Trixie Smith, 2021-2022, Awarded, \$70,000.

**MSU Center for Teaching and Learning Innovation Fellowship**, AY 22-23. Awarded, \$5,000.

**Rhetoric & Writing Summer 2021 Funding**. Awarded, \$4,500.

**Engaged Scholarship Consortium Grant 2021**, "Youth Programming and Mentoring in a Community Writing Center," small grant application with Trixie Smith and Grace Prgent. Not awarded.

**MSU Graduate Community Engagement Award**, AY 21-22. Nominated. Not awarded.

**CAL Summer 2021 Colleges Online Learning Academy**. Awarded, \$1,000.

**CAL Summer 2021 Fellowship**. Department Nomination. Awarded, \$4,500.

**MSU Interdisciplinary and Inquiry Teaching Fellowship Program 20-21**, AY 20-21. Awarded, \$5,000.

**MSU Residential College of Arts and Humanities Teaching Fellowship Program**, AY 20-21. Not Awarded.

**MSU Residential Bailey's Leader Teaching Fellowship Program**, AY 20-21. Not awarded.

**IWCA Future Leaders Scholarship 2019**. Not awarded.

**MSU Interdisciplinary and Inquiry Teaching Fellowship Program 19-20**. Not awarded.

**IWCA Summer 2019 Research Grant** with Floyd Pouncil. Not awarded.

## SERVICE TO THE INSTITUTION

### *Michigan State University*

**Committee Member, College Youth Pre-College Programs.** AY 2022-2023

**College of Arts and Letters 2030 Strategic Planning- Core Team.** December 2021-Summer 2022.

**Project Manager and Lead Writer,** [Writing & Rhetoric Students' List of Demands for Racial Justice in WRAC.](#)

Collaborated and facilitated listening sessions and writing sessions. Summer 2020.

**Program Specialist Search Committee,** TRiO SSS. Michigan State University. November 2020-March 2021.

**First-Year Writing Advisory Committee,** Graduate Student Member. Served on Antiracist Pedagogies and Program Assessment subcommittees. AY 20-21.

**Professional Development Chair,** Writing Rhetoric & Praxis, Student Organization, 2020-2021).

**Graduate Student Representative,** Writing, Rhetoric, and American Cultures Department Chair Search (Spring 2020). Search canceled.

**Committee Chair,** Outreach Committee, Writing Center (AY 2019-2020)

**Research & Assessment Chair,** Writing Rhetoric & Praxis, Student Organization (2019-2021)

### *University of Maine Orono*

**Professional Development Graduate Committee,** Graduate Student Government (Spring 2018)

**Portfolio Assessment Appeals Committee,** First-Year Composition Program (Fall 2017)

**Executive Committee,** English Graduate Student Association (2017-2018)

**English Department Representative,** Graduate Student Government (2016-2018)

**Grant Reviewer,** Travel-to-Present Grant Proposals, Graduate Student Government (2016-2018)

## SERVICE TO THE FIELD

**Stage I Reviewer,** *Conference on College Composition and Communication* 2019-Present

**Reviewer,** *Queen City Writers: A Journal of Undergraduate Writing and Composing* 2018-Present

**Proposal Review,** Computers and Writing 2019-Present

**Conference Volunteer,** Computers & Writing Conference 2019

**Proposal Reviewer,** Computers and Writing Conference 2019, 2020

**Feedback Stage Proposal Reviewer,** Computers and Writing Conference 2019

**Conference Volunteer,** Cultural Rhetorics Conference 2018

**Task Force for Antiracist Assessment Member,** WPA-GO 2017-2018

**Diversity and Outreach Committee Member,** WPA-GO 2017-2018

## AWARDS, NOMINATIONS, AND HONORS

**Nominee for 2022 Outstanding Doctoral Student Mentor Award,** Michigan State University

**Significant Impact to CAL Undergraduate Experience,** Michigan State University 2022

**Nominee for 2021 Graduate Student Award for Community Engagement,** Michigan State University

**Emerging Community Writing Scholar,** Coalition of Community Writing, October 2021

**College of Arts and Letters Summer Fellowship,** Michigan State University, Summer 2021, \$4,500

**College Online Learning Academy,** Michigan State University, Summer 2021

**Interdisciplinary Inquiry and Teaching Fellow,** Michigan State University, AY20-21, \$3500

**Distinguished University Fellow,** Michigan State University, 2018-2023, \$29,000 Year 1 & 5

**Phi Kappa Phi Honor Society,** UMaine

[2016 Senior Writing Award,](#) The College of Saint Rose (2016), \$100

**Sigma Tau Delta (English Honor Society),** Saint Rose and UMaine

**Phi Theta Kappa Honor Society,** Fulton-Montgomery Community College

## **TECHNOLOGY SKILLS**

Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Web Design, Google Docs, Google Forms, Google Drive, Google Classroom, Google Hangouts, Document Design, Adobe InDesign, Adobe Illustrator, Adobe Photoshop, Adobe Dreamweaver, Adobe Acrobat Pro, BlackBoard, SmartBoard, WOnline, SPSS, Canva, Antcon, Qualtrics, Desire2Learn, Blumen (TRIO)

## **PROFESSIONAL MEMBERSHIPS**

Council for Writing Program Administrators  
National Council for the Teachers of English  
International Writing Center Association  
The Coalition for Community Writing  
Two-Year College English Association College English  
Modern Language Association  
East Central Writing Center Association  
Conference on College Composition and Communication