

Meg Gregory, Ph.D.

Washington University in St. Louis
College Writing Program
One Brookings Drive,
St. Louis MO 63130
megggregory@wustl.edu

EDUCATION

Ph.D., English Studies, emphasis in Early Medieval Studies, 2017.
Illinois State University

Graduate Certificate in Women and Gender Studies, 2017.
Illinois State University

M.S., English Studies, 2011.
Illinois State University

B.A., English, 2008.
University of Wisconsin-Green Bay

EMPLOYMENT

Assistant Director, College Writing Program, Washington University in St. Louis. July 2023 – Present.

Senior Lecturer, College Writing Program, Washington University in St. Louis. Fall 2024 - Present.

Lecturer, College Writing Program, Washington University in St. Louis. Part-time Spring 2022 & Spring 2023. Full-time beginning Fall 2023.

Associate Director of Faculty Programs and Services, Educational Development, The Center for Teaching and Learning. Washington University in St. Louis. November 2021 – July 2023.

Senior Assistant Director of Educational Development, The Center for Teaching and Learning. Washington University in St. Louis. April 2021-November 2021.

Assistant Director of Educational Development, The Center for Teaching and Learning. Washington University in St. Louis. August 2017-March 2021.

Adjunct Associate Professor, Department of English, Webster University. Fall 2020-Present.

Adjunct Assistant Professor, Department of English, Webster University. Fall 2016-Spring 2020

PUBLICATIONS

Peer-Reviewed Articles:

Mitra, Kaushik; **Gregory, Meg**; and McCance, Katherine. "Effectiveness of Student-Generated Lecture Videos: A Case Study in Geochemistry." (in progress, submission projected Fall 2026).

Funkhouser, Jake; **Gregory, Meg**; and Sanz, Crickette. "Promoting Inclusivity in Ecology, Evolution, and Behavioral Biology Education through Course-Based Undergraduate Research Experiences." *BioScience*. July 2024.

Gregory, Meg. "Building Curiosity and Confidence: Motivating Student Learners through Linguistic Exploration Logs in *History of the English Language*." *SMART: Studies in Medieval and Renaissance Teaching*. Vol 30, Issue 2. Fall 2023.

Gregory, Meg. "Exposing a Transcorporeal Landscape in the *Life of St. Margaret of Antioch*." *Magistra: a Journal of Female Spirituality*. Vol. 21, Issue 2. Spring 2015.

Book Chapters:

Fournier, Eric and **Gregory, Meg**. "Essentials of Course Planning: Aligning Objectives, Activities, and Assessments." In *Thriving in an Academic Career: An International and Interdisciplinary Guide for Early Career Faculty*. Edited by Michael Solem, Kenneth Foote, Shannon O'Lear, LaToya Eaves, and Jongwon Lee. Oxford, UK: Taylor & Francis/Routledge. December 30, 2024.

Book Reviews:

Review of *Teaching the History of the English Language*. in *SMART: Studies in Medieval and Renaissance Teaching*. Spring 2020.

Editorial Experience:

Contributing ed. *Newberry Essays in Medieval and Early Modern Studies, Vol. 7: Selected Proceedings of the Newberry Center for Renaissance Studies 2013 Multidisciplinary Graduate Student Conference*. Karen Christianson, ed. Chicago: The Newberry Library, 2013.

Co-editor. *Polyglossia, an Undergraduate Journal of English Studies*. Sigma Tau Delta, Illinois State University, Fall 2010.

Copy Editor. *The Widower's Toolbox: Repairing Your Life After Losing Your Spouse*, by Gerald J. Schaefer and Tom Bekkers, MSW, APSW. Published in 2010 by New Horizon Press, 2009.

TEACHING AND SERVICE AWARDS

Webster University Honorarium, for evidence of outstanding teaching, curriculum development, or service to the program. Webster University, Spring 2024.

English Department's Nominee for the Kemper Award for Excellence in Teaching. Webster University, 2021.

Webster University Honorarium, for evidence of outstanding teaching, curriculum development, or service to the program. Webster University, Fall 2020.

English Department's Nominee for the Kemper Award for Excellence in Teaching. Webster University, 2018.

Outstanding University Teacher Award (Level 1 Doctoral Student). Illinois State University, 2016. Awarded to a single PhD student each year at the university.

College of Arts and Sciences Nominee for the University Teaching Award, Graduate Student Ph.D.-level. Illinois State University, 2015.

Taimi Maria Ranta Award for Outstanding Teaching by a Ph.D. Candidate. Awarded by the English Department, Illinois State University, 2014-2015.

College of Arts and Sciences Nominee for the University Teaching Award, Graduate Student Master's/Lead Teacher-level, 2011.

The Glen Glever Award for Excellence in Teaching by a Master's Student. Awarded by the English Department, Illinois State University, 2010-2011.

FELLOWSHIPS AND GRANTS

Teaching Innovation Grant Award. Washington University in St. Louis, 2025-2026. Award provides teaching-track faculty with an opportunity to seek project funding to advance pedagogical work.

International Medieval Congress Travel Bursary. University of Leeds, UK, 2017.

Dissertation Completion Grant. Illinois State University, 2015-2017.

Illinois State University English Department Summer Dissertation Fellowship. Illinois State University, Summer 2015.

Sigma Tau Delta National Project Grant for the English Studies At Large Conference, 2014.

PRESENTATIONS (SELECTED)

International and National Conferences:

"Building Bridges: A Community of Practice for University Language Faculty." ACTFL Convention, San Antonio. Upcoming November 2026.

"Redefining the Observational Process: Steps Towards a Collaborative Model in the College Writing Program." *Conference on College Composition & Communication*, Cleveland. March 2026.

- “College Writing, UDL’s Version: Remixing Program Guidelines through a UDL Framework for Increased Inclusion and Access.” *Conference on College Composition & Communication*, Baltimore. April 2025.
- “Reimagining Reading Support: Fostering Students’ Development of Discipline-Specific Reading Practices.” In collaboration with Nic Voge (Princeton). *POD Network Conference*, Seattle and Online. November 2022.
- “Making Use of the Margins: Supporting Close Reading Skills with Hypothes.is” *Lilly Conference on Evidence-Based Teaching & Learning*. Online conference via Zoom. December 2020.
- “Supporting TAs through Inclusive Learning Communities: Evidence of Skill Development.” In collaboration with Jessica Maher (UW-Madison), Julia Johnson (WashU), and Isidro Landa (WashU). *POD Network Conference*. Online conference viz Zoom. November 2020.
- “Using Learning Communities to Engage TAs as Future Faculty.” Poster Presentation. In collaboration with Jessica Maher (UW-Madison), Julia Johnson (WashU), and Isidro Landa (WashU). *CIRTL Network Forum*, Philadelphia, PA. October 2019.
- “Employing a Teaching-Focused IDP in Faculty and Future Faculty Development.” In collaboration with Julia Johnson (WashU). *Lilly Conference on Evidence-Based Teaching & Learning*. Austin, Texas. January 2019.
- “Then I Desired to See: Mediating Marvelous Encounters in the Old English *Alexander’s Letter to Aristotle*.” *International Congress on Medieval Studies*. Western Michigan University. Kalamazoo, Michigan. May 2018.
- “From the Meddlesome Priest to Electing Mordred: ‘Dreaming of the Middle Ages’ in the Age of Trump.” *Louisville Conference on Literature Since 1900*. University of Louisville, Kentucky. February 2018.
- “(Un)Holy Unions: Bodily Enmeshment in the Old English *Life of St. Mary of Egypt*.” *International Medieval Congress*. University of Leeds. Leeds, UK. July 2017.
- “Exercising Paratextual Authority: Autobiographical Acts in Ælfric of Eynsham’s Latin and Old English Prefaces.” *International Congress on Medieval Studies*. Western Michigan University. Kalamazoo, Michigan. May 2017.
- “Why Every Bestiary Needs a Toaster Oven, or, Utilizing Your Specialization Effectively in the General Education Classroom.” *International Congress on Medieval Studies*. Western Michigan University. Kalamazoo, Michigan. May 2017.
- “‘Ic ne mæg me þe geswutelian’: Show and Tell in the Old English *Life of Mary of Egypt*.” *Vagantes Conference on Medieval Studies*. Rice University. Houston, Texas. February 2016.
- “Exposing a Transcorporeal Landscape in the *Life of St. Margaret of Antioch*.” *International Congress on Medieval Studies*. Western Michigan University. Kalamazoo, Michigan. May 2015.

“Those Who Have Grown Like Soothsayers: Transcorporeality and Translation in *The Wonders of the East*.” *Vagantes Conference on Medieval Studies*. University of Florida. Gainesville, Florida. February 2015.

Regional Conferences:

“Reconceptualizing Teaching Observations for Mutual Growth.” In collaboration with Lisa Gilbert, Education, WashU. *iTeach Faculty Symposium on Teaching*. Washington University in St. Louis, Missouri. January 2026.

“Creating a Feedback Loop via ‘Comments’: Helping Students Read and Respond Productively to Written Feedback in the College Writing Classroom.” Poster Session. *iTeach Faculty Symposium on Teaching*. Washington University in St. Louis, Missouri. January 2026.

“Rolling the Dice: Using Story Cubes to Support Elaboration in Collaborative Writing Exercises.” *Language Teaching Fair*. Washington University in St. Louis, Missouri. August 2024.

“Making the Full Value of Our Courses More Tangible: Lessons Learned from the Literacies for Life and Career Pilot.” Co-Facilitator with Michelle DeLair. *iTeach Faculty Symposium on Teaching*. Washington University in St. Louis, Missouri. January 2024.

“Teaching Critical Thinking.” Co-Facilitator with Dr. Beth Fisher. *iTeach Faculty Symposium on Teaching*. Washington University in St. Louis. St. Louis, Missouri. January 2018.

“Embodied Learning and Reflective Practice: Using Feminist New Materialism in the Literature Classroom.” *Midwest Modern Language Association Conference*. Columbus, Ohio. 2016.

“Her Is Seo Gesetenis”: Relating Marvelous Encounters in the OE *Alexander’s Letter to Aristotle*.” *Midwest Modern Language Association Conference*. Columbus, Ohio. November 2015.

“Naked Past/Naked Present: Private Viewing of a Barren Landscape in the Old English *Life of St. Mary of Egypt*.” *Midwest Modern Language Association Conference*. Detroit, Michigan. November 2014.

Invited Presentations, Talks, and Workshops (Selected, beyond WashU CTL duties):

“Laying the Groundwork: Fostering a Positive Classroom Climate and Supporting Students’ Sense of Belonging in the POGIL Classroom.” Invited Speaker for Plenary Workshop at *POGIL Conference*. Saint Louis, MO. July 19, 2022.

“Phonology: Systematic Sound Patterns in Language,” Invited Speaker. English 3301: A Linguistic Study of Modern English. Missouri S&T. Rolla, MO (via Zoom). February 11, 2021.

“This Creature Who Weeps Sorely: The Book of Margery Kempe.” Invited Speaker. ENGL 2020 Major British Writers I. Webster University. St. Louis, MO. September 21, 2017.

“Bringing the Past to Bear on the Present: Childbirth and Contraception in the Anglo-Saxon World.” Invited Speaker. University of Koblenz-Landau. Koblenz, Germany. July 3, 2017.

“On the Road with Dr. Meg Gregory.” Guest on Podcast. Center for Teaching, Learning, and Technology’s *Let’s Talk Teaching* Podcast. Episode 23.
<http://ctlt.illinoisstate.edu/podcast/2017/ep023.shtml>

“Motivating Student Learning.” Invited Speaker and Workshop Facilitator. Lincoln College. Lincoln, IL. March 17, 2017.

Future Faculty Summer Workshop. Co-Facilitator with Dr. Julie Ann McFann. A 10-week blended format workshop on course development for graduate student instructors. The Center for Teaching, Learning, and Technology. Illinois State University. Normal, Illinois. Summer 2016.

“Uptake and Antecedent Knowledge in the English 101 Classroom.” Guest Speaker and Workshop Facilitator. *Summit on Writing Instruction*. Illinois State University Writing Program. Normal, Illinois. August 14, 2015.

“Creating the Irresistible Course: Stimulating Interest Among Those Not-So-Immovable Students.” Co-Organizer and Workshop Facilitator with Dr. Carol Lind. Center for Teaching, Learning, and Technology (CTLT). Faculty Fellows Summer Workshop Series. Illinois State University. Normal, Illinois. July 8, 2014.

TEACHING EXPERIENCE

College Writing Program, Washington University in Saint Louis. Spring 2022-Present

Instructor of Record:

CWP 113: College Writing (Dreams and Nightmares Theme). Spring 2022; 2023. Fall 2023 – Present.

This is WashU’s first-year writing course. The course focuses on supporting the development of critical thinking and close reading habits through engagements with a variety of texts. Students articulate clear central claims in writing, relying on methods of argument to move from focused initial thesis statements to developed conclusions. Students write three academic papers in the course: an analysis paper, an argument paper, and a researched essay.

Writing 5990: Seminar on Teaching Freshman Composition. Every Fall 2023 – Present.

This course is for WashU graduate students getting ready to teach College Writing for the first time. In this seminar, grounded in foundational knowledge for writing instruction and current pedagogical research, students develop materials to be used in their own sections of College Writing. Course is co-taught with Peter Monahan.

Directed WashU Undergraduate Research Symposium Projects:

Diana Xiao. “[The Vibrant Gender Role Rebellion: Space Age Fashion Through the Eyes of Mary Quant](#).” Spring 2026 Undergraduate Research Symposium.

Tina Liang. “[Her Moment of Dream Come-True: How Women Winning the Oscars Use the Podium in the 21st Century](#).” Fall 2025 Undergraduate Research Symposium.

Niyati Naveen. [“Unpacking the Advert: Exploring Implicit Messaging in 20th Century Menstrual Advertising.”](#) Spring 2025 Undergraduate Research Symposium.

Mimi Libow. [“Navigating Uncertainty: Unpacking the Emotional and Behavioral Responses of WashU Students to Climate Change.”](#) Fall 2024 Undergraduate Research Symposium.

Department of English, Webster University, Fall 2016 - Present

Instructor of Record:

ENGL 1400: Norse Myth & Its Literary Legacy. Fall 2026.

This is an introductory general education course. Students read selections from Old Norse myth in translation for the first four weeks of the semester and then engage with contemporary reimaginings of Norse texts for the rest of the semester. Throughout, we grapple with questions about gender and sexuality, race, monstrosity/ “Otherness” and more, considering the continued currency of Norse Mythology in Modern American culture and reflecting on what this popularity might tell us about our current cultural values.

ENGL 4190: The Story of English. Fall Semesters 2016 - 2019. Fall 2021. Fall 2023. Fall 2025.

This required upper-level course for English Education majors and MAT students surveys the development of English from Old English and its Indo-European roots, through Middle English and Early Modern English, up to Present-Day English. The course explores externally and internally motivated language change, emphasizing language as social phenomena.

ENGL 2600: Introduction to Linguistics. Spring Semesters 2017 – Present. (In person except for synchronous online in Spring 2021)

This mid-level course for English majors and MAT students provides a foundational look at the major levels of linguistic study including phonology, morphology, syntax, semantics, and pragmatics. Students use this knowledge to complete individual projects on non-standard varieties of English.

ENGL 4000: Myth and Modern. Every other Fall from 2022-2024.

This upper-level course for English majors examines the ways that 20th and 21st century novels build on and refashion pre-modern global mythologies to navigate contemporary issues like climate change, sexism, racism, urban decay, and poverty. Novels include: Jeanette Winterson’s *Weight*, Dubravka Ugresic’s *Baba Yaga Laid an Egg*, Margaret Atwood’s *The Penelopiad*, Chitra Banerjee Divakaruni’s *The Forest of Enchantments*, and N.K. Jemisin’s *The City We Became*.

ENGL 1044: Topics in Literature: The Many Adventures of Robin Hood. Fall II 2021.

This lower-level one credit literature elective provides a brief introduction to the late Medieval and Early Modern Robin Hood ballad tradition and then looks forward towards Robin Hood’s modern legacy. Along with medieval ballads, students read Tennyson’s *The Foresters* and watch several films including *Robin Hood: Men in Tights* and *Robin Hood: Prince of Thieves*.

ENGL 1044: Topics in Literature: Introduction to Old Norse Literature. Spring I 2019 (in person). Spring II 2020 (asynchronous online). Spring II 2021 (synchronous online).

This lower-level one-credit literature elective provides a brief introduction to Old Norse mythology and culture during the Viking Age. Students read sections of the *Poetic Edda* and examined texts in terms of their constructions of gender, sexuality, and Otherness.

ENGL 2020: British Literature I. Fall 2020 (online synchronous).

This course for English majors and minors spans British literature from the Old English period through the English Civil War. It offers engagement with both canonical and non-canonical works, and emphasized questions about national myths, canon-building, and construction of gender, race, sexuality, and class over time in English literature. The course prioritized helping students build close reading and literary analysis skills.

ENGL 1044: Topics in Literature: Premodern Monsters and Marvels. Fall II 2019.

This lower-level one-credit literature elective uses Cohen's *Monster Theory* as a foundation for discussion about premodern monsters and marvels. Students read texts from a variety of premodern cultural contexts (European and non-European) and grappled with questions like: how is monstrosity constructed and/or regulated? How is monstrosity connected to issues of race, gender, sexuality, and desire?

Directed Independent Studies:

ENGL 4601.01: Independent Study. Spring 2024.

Independent study with Logan Staggs and Trinity Locke that explored pre-modern Robin Hood literature. Students read Medieval and Early Modern Robin Hood ballads and watched several contemporary films reimagining these earlier stories. We focused on questions of gender and sexuality, class, and performativity in the late Medieval and Early Modern context. Students wrote creative end of the semester projects riffing off on one of the pre-modern ballads.

ENGL 4610.03: Independent Study. Fall 2023.

Independent study with Allison Coil in preparation for her English honor's thesis. She studied how, when, and why local ballet teachers chose to translate French terms to their advanced students. She presented her research in Spring 2024 at the Research Across Disciplines conference.

ENGL 4610.02: Independent Study. Fall 2022.

Independent study with Trinity Locke as part of her research for her Gleich Honors College Research project. Trinity collected survey data to examine how high school English teachers describe standard English to their students (in descriptive and/or prescriptive terms). She presented her research in December 2022 at the Research Across Disciplines conference.

PHIL 4610.02: Language, Thought, and the World. Spring 2021.

Independent study with Alex Dippold focusing on the intersection of linguistics and philosophy. Topics include discourse analysis, prototype theory, language acquisition, and metaphor and metonymy.

Directed Honors Projects:

Allison Coil. "Fluent in Ballet: Translating Terminology in Ballet Classes." Undergraduate Honors Thesis. 2024.

Trinity Locke. "Disinformation and You: Improving American High School Students' Relationships to Grammar and Standard Written English." Gleich Honors College Project. 2022.

Department of English, Illinois State University, Fall 2009 – Spring 2016

Instructor of Record:

ENG 128: Gender in the Humanities. Spring 2016 (2 sections).

This general education course examines gender roles, norms, and stereotypes from a broad range of perspectives within the humanities across centuries and cultures. The first four weeks of the course focuses on foundational texts in gender studies, before turning to a range of texts from cross-dressing Early-English saints' lives to Eliza Hawood's *Fantomina* and Kate Bornstein's *Gender Outlaw*; from *Gawain and the Green Knight* to Maxine Hong Kingston's *The Woman Warrior*.

IDS 121.19: Texts & Contexts: Dreaming of the Middle Ages: Explorations in Neomedievalism.

Fall 2013. Fall 2015 (2 sections).

A general education course designed to emphasize the relationship between texts and their original historical contexts. My course explored medieval themes, characters (like King Arthur and Robin Hood), and narratives that have continued cultural currency through three different post-medieval contexts: the Early Modern Period, the Victorian Period, and postmodernity.

ENG 110: Survey of British Literature. Spring 2013. Spring 2015 (2 sections).

This course is both a general education course and a British literature elective for English majors. The course plan I designed covered roughly 1000 years of English literature and historical context from the Old English *Beowulf* and "Dream of the Rood" to contemporary texts such as Hanif Kureishi's "My Son the Fanatic" and Jeanette Winterson's *Written on the Body*.

ENG 125: Literary Narrative: The Once and Future King: Arthurian Narrative. Fall 2014.

This is a general education and English department elective special topics course. The course I designed was a survey of Arthurian narratives from medieval sources like Geoffrey of Monmouth's *Historia Regum Britanniae* to contemporary texts like the DC Universe graphic novel, *Camelot 3000*, and the 2006 BBC series, *Merlin*. Students studied narrative innovations, considering the continued relevance of Arthurian stories across time and place.

ENG 213: Studies in Medieval Literature and Culture: Embodied Entanglements of the Middle Ages. Spring 2014.

This course is a British literature elective for English majors. The course I designed took an ecocritical and feminist new materialist approach to the medieval period in England, surveying literary texts from the Anglo-Saxon period through the 1500s. Course texts included both canonical works like *Beowulf* and *the Canterbury Tales*, and less canonical texts like a 12th century bestiary and selections from Alain de Lille's *De Planctu Naturae*.

ENG 243: The Grammatical Structure of English. Fall 2013.

This course is a required course for English Education majors, which focuses on the structure of contemporary English grammar. The course I designed involved linguistic description of standard written American English, focusing on morphology and syntax.

ENG 145: Writing in the Academic Disciplines. Fall 2012.

This is a secondary writing course that is required for some majors. My course challenged students to write and read within academic genres related to their college majors and future career choices. Students examined and produced “real-world” genres within their fields of study.

ENG 101: Composition as Critical Inquiry. Fall 2009-Spring 2012.

This general education requirement encouraged students to develop a range of critical thinking skills and writing skills, while strengthening their sense of writing-researcher identities through the genre studies model of rhetoric and composition. This is the required English Composition Course at Illinois State University for all first-year students.

Teaching Assistant:

ENG 243: The Grammatical Structure of English. Spring 2013.

ENG 110: Survey of British Literature (TA and discussion group leader). Spring 2012; Spring 2014.

ENG 241: Growth and Structure of the English Language. Fall 2011; Fall 2012; Fall 2014.

Lincoln College in Lincoln, IL and Lincoln College-Normal, IL (Fall 2014 – Summer 2017)

Instructor of Record:

ENG 302: Professional Writing. Summer 2017 (ABE N5).

This course was part of the Accelerated Bridge to Education program, which focused on adult returning learners with courses taught in an accelerated 6-week, blended (Hybrid) environment. The course highlighted ethical communication, collaborative writing, multiple modality, and audience analysis.

CRT 301: Critical Thinking. Spring 2017 (ABE A4).

This course was part of the Accelerated Bridge to Education program, which focused on adult returning learners with courses taught in an accelerated, blended (Hybrid) environment and is 5 weeks in length. Students learn about different types of reasoning and explore the relationships between fact and opinion, and belief and ideology.

ENG 102: English Composition II. Fall 2016.

A research-writing course designed to emphasize critical reading practices and the development of appropriate research strategies. Designed around the theme of storytelling, I asked students to explore the human impulse to tell stories, while navigating complex concerns about authority and authorship. This was the second in the sequence of required writing courses for Lincoln undergraduate students.

ENG 100: Writing Fundamentals. Spring 2015 (ABE A4). Fall 2015 (ABE A1).

This course was part of the Accelerated Bridge to Education program, which focused on adult returning learners with courses taught in an accelerated, blended (Hybrid) environment and is 5 weeks in length. This was a developmental writing course, taught through the rhetorical model and was meant to help prepare students for the rigor of further required college writing, including ENG 101 and 102 courses.

In-Class Tutor. ENG 100: Writing Fundamentals. Fall 2014.

Heartland Community College (2014-2015)

Instructor of Record:

English for Non-Native Speakers. Summer 2014. Summer 2015. Fall 2015.

A part the International Institute for Teaching and Learning program (IITL), an intensive teaching and learning workshop for professors from Jiangsu province in China. Class time was split up into conversation, listening, and writing. Additionally, for Fall 2015, I worked with advanced ESL participants on professional academic writing for English-language contexts.

WRITING CENTER EXPERIENCE

Learning and Resource Center, Lincoln College-Normal.

Writing Tutor. Fall 2013-Summer 2017.

Writing Center, Heartland Community College

Writing Tutor. Fall 2016-Spring 2017.

Julia N. Visor Academic Center, Illinois State University

Writing Tutor. Fall 2009-Spring 2011.

Department of English, University of Wisconsin-Green Bay

Writing Tutor. University Writing Center. Fall 2006-Spring 2008.

ADMINISTRATIVE EXPERIENCE AND CONSULTING

Independent Consultant on Flipped Classroom Design for Webster University MBA Program. March – October 2020.

Graduate Assistant to the Programing Team. The Center for Teaching, Learning, and Technology (CTLT). Illinois State University. May 2016-May 2017.

Learning Resource Center and Testing Center Assistant. Lincoln College. Fall 2013-Summer 2017.

SERVICE

The Profession:

Article Reviewer. *SMART: Studies in Medieval and Renaissance Teaching*, 2018-Present.

Article Reviewer. *To Improve the Academy: A Journal of Educational Development*, 2018-2025.

Proposal Reader. *POD Network Annual Conference*, 2018-Fall 2024.

Board of Directors Member. *Vagantes Conference on Medieval Studies* (elected), 2014-2016.

Panel Organizer and Session Chair. Women in Literature Panels (permanent session). *Midwest Modern Language Association Conference*. 2014; 2015; 2016.

Co-Organizer and Panel Chair. *Newberry Library the Multidisciplinary Graduate Student Conference*. Newberry Library. Chicago, Illinois. 2012-2013.

Co-Organizer. *English Studies At Large Conference*. Illinois State University. Normal, Illinois. 2013; 2014; 2015; 2016.

The University:

Art Sci Council Representative (Interim). 2026-2027.

Co-Chair, Provost Office Committee for Evaluation of Instruction. Fall 2025-Spring 2026.

Association of Teaching, Research, and Practice Faculty (ATRaP) Corresponding Secretary. 2025-2027.

Association of Teaching, Research, and Practice Faculty (ATRaP) A&S Representative Board Member. 2024-2025.

Literacies for Life and Career Faculty Pedagogy Fellow. College of Arts and Sciences. Spring 2023-Spring 2024.

Literacies for Life and Career Advisory Board. College of Arts and Sciences. Fall 2022-Summer 2023.

Co-Organizer. Language Teaching Fair and Language Teaching Spring Showcase. Washington University in St. Louis. Twice Annually, 2019-Present.

Cofounding Member of Coalition for Language Teaching and Learning (CLTL). 2019 - Present.

The Department:

College Writing Program

Co-Chair, DEI Committee. Fall 2023 - Present.

Center for Teaching and Learning

Liaison to the CTL Graduate Student Advisory Council (GSAC). Fall 2017-Summer 2023.

PROFESSIONAL AFFILIATIONS

Conference on College Composition and Communication (CCCC).

American Council on Teaching Foreign Languages (ACTFL).