

Allen Brizee, Ph.D.

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Saint Louis University
Department of English
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Education

Purdue University

Ph.D. in English. 5/8/10. Primary Area: Rhetoric and Composition. Secondary Areas: Technical Communication and Public Rhetoric. Dissertation: *College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program*. Chair: Linda Bergmann. Readers: Patricia Sullivan, Richard Johnson-Sheehan, Tony Silva

Virginia Tech

M.A. in English, Composition and Technical Communication Focus. 5/10/03. Master's Thesis: *Teaching Visual Literacy and Document Design in First-Year Composition*. Chair: Eva Brumberger. Readers: Paul Heilker, Edd Sewell

B.A. in English, Technical Communication Focus. *Summa Cum Laude*, Phi Beta Kappa. 5/20/00

Northern Virginia Community College (NVCC)

A.S. in General Studies. *Cum Laude*. 9/1/98

Academic Appointments and Courses Taught

Current Appointment

Associate Professor of English, Department of English, Saint Louis University, St. Louis, MO: 7/1/21 – present. Courses taught:

- ENGL 3859, Writing Consulting: Forms, Theories, Practice, writing intensive, service-learning
- ENGL 3210, Fantasy and Literature: Dark Academia
- ENGL 1900, Advanced Strategies of Rhetoric and Research: Conflict, Social Justice, and Rhetoric

Previous Appointments

Associate Professor of Writing, Writing Department, Loyola University Maryland, Baltimore, MD: 7/1/10 – 6/30/21. Tenured and promoted 4/28/16. Courses taught:

- GB767, Professional Communication, graduate course in the Sellinger Business School
- WR403, Writing Internship, one credit
- WR402, Writing Internship, three credits
- WR387, Writing for the Gaming Industry
- WR326, Technical Writing, service-learning
- WR325, Professional Writing, service-learning
- WR305, Writing for the Web and Social Media, service-learning
- WR220, Introduction to Rhetoric, service-learning, domestic diversity designation
- WR100, Effective Writing, Loyola core course, domestic diversity designation
- University Summer Business Writing Workshop for Faculty and Staff

Purdue University Writing Lab Tutor, Department of English, Purdue University, West Lafayette, IN: 8/20/07 - 6/1/09. Tutored undergraduate and graduate students in writing across the disciplines.

Graduate Teaching Assistant, Department of English, Purdue University, West Lafayette, IN: 8/25/05 – 6/1/09. Taught first-year writing, business writing, and professional writing.

Instructor of Composition, Department of English, NVCC, VA: 5/16/05 – 7/27/05. Alexandria and Annandale campuses. Taught first-year writing.

Instructor of Technical Writing, Department of English, University of Maryland, College Park, MD, Professional Writing Program: 9/2/03 – 5/20/05. Taught technical writing.

Instructor of Composition, Department of English, NVCC, Annandale, VA: 5/18/04 – 6/24/04. Taught first-year writing.

Instructor of Composition, Department of English, The George Washington University, Washington, DC: 9/3/03 – 12/17/03. Taught first-year writing.

Composition, ESL, and Developmental Tutor, Department of English, NVCC, Alexandria, VA: 5/22/03 – 7/10/03. Tutored ESL and developmental students in writing.

Instructor of Composition, Department of English, NVCC, Annandale, VA: 9/1/02 – 12/20/02. Taught first-year writing.

Graduate Teaching Assistant, Department of English, Virginia Tech, Blacksburg, VA: 9/1/00 – 5/20/02. Taught first-year writing.

Leadership and Administrative Appointments

Saint Louis University

Director of Writing Across the Curriculum (WAC), Saint Louis University: 7/1/21 – present

- Initiate, develop, maintain, and assess the WAC program as part of the university's new University Undergraduate Core Curriculum
- Train and provide resources for instructors teaching writing intensive courses
- Ensure broad commitment to employing a racial equity lens to develop and evaluate writing across colleges, schools, and disciplines
- Coordinate with University Writing Services to develop best practices for writing intensive course support

Loyola University Maryland

Faculty Director for Community-Engaged Learning and Scholarship, Center for Community, Service, and Justice (CCSJ): 7/1/19 – 6/30/21

- Vision and lead Loyola, a Carnegie Designated Engaged Campus, in fostering community-engaged learning and scholarship among faculty and students, both undergraduate and graduate, and administer a \$60,000 budget
- Chair the university-level Committee for Engaged Scholarship
- Accomplishments
 - Led the effort to transition from all in-person service-learning to all online service-learning in response to the COVID-19 pandemic
 - Developed e-service-learning best practices guide to enable the university to pivot from all in-person to all e-service-learning over the summer of 2020
 - Designed and hosted e-service-learning training sessions to prepare for fall 2020
 - Created the new university service-learning faculty handbook over the summer of 2020

Chair, Department Service-Learning Committee: 9/1/20 – 6/30/21

- Vision and lead department efforts in service-learning and civic engagement
- Design and enact the Engaged Department initiative with the department chair

Co-Chair, Writing Assessment Committee: 2017 – 2021; member 2016 – 2017

- Guided by Jesuit mission and requirements for university *eloquentia perfecta*, led development of new five-year department assessment plan, including core writing course
- Led the effort and collaborated with the department to develop a new course rotation

- Collaborated with the chair of the university assessment and accreditation committee to pilot a new software product, Watermark, and integrate it with department assessment

Acting Writing Center Director, Writing Department: 1/16/18 – 5/16/18

- Administered the center with the Associate Director, full-time non-tenure track instructor tutors, a large cadre of undergraduate tutors, and student administrative hires
- Led effort to integrate anti-racist practices through implicit bias training and guest speakers
- Assisted with student research projects

Chair, Curriculum Committee, 2013 – 2014; member 2011 – 2014

- Developed WR326 Technical Writing
- Updated WR305 Writing for the Web and Social Media
- Revised other writing courses to align with current scholarship and best practices

Other Courses Developed, 2018 – 2021

- WR387 Writing for the Gaming Industry
- WR220 Introduction to Rhetoric Domestic Diversity
- WR100 Effective Writing Domestic Diversity

Writing and Technology Initiative: As a junior faculty member, collaborated with senior faculty, university administrators, the offices of Technology Services and Facilities Management, as well as construction employees to design and build a computer teaching lab.

Purdue University Online Writing Lab (OWL) Coordinator, Department of English, Purdue University, West Lafayette, IN: 6/1/07 – 6/1/10

- Responsible for all OWL content and supervising graduate student content developers

Writing Across the Curriculum and Writing in the Disciplines Initiatives

Loyola University Maryland

Graduate Program in Forensic Pattern Analysis, Biology Department

Member, Steering Committee: 2019 – 2021

- Collaborate with the program director and steering committee to develop the dual-enrollment graduate/undergraduate technical writing course required for the program (begins spring 2022)
- Collaborate with subject matter experts in local and federal law enforcement to develop writing curriculum and gather workplace projects and document samples

Undergraduate Program in Forensic Science, Biology Department

Collaborating Faculty Member, 2017 – 2021

- Collaborate with the program director on tailoring required professional writing courses to support the disciplinary needs of forensic studies majors and minors

Innovation and Entrepreneurship Program, Sellinger Business School

Member, Assessment Committee, 2018 – 2021

- Advised on Innovation and Entrepreneurship curriculum plan to ensure professional writing courses were included in the required courses for the program
- Collaborate with the program director and assessment committee in tailoring professional writing courses to meet program requirements and design assessment strategies

Sellinger Business School

Collaborating Faculty Member, 2011 – 2019

- Created presentation for introducing e-portfolios to graduating seniors, 2019
- As a member of the Aspen Institute Business and Society Program Work Team, collaborated with the Associate Dean and faculty of Sellinger to develop the proposal for the e-portfolio curriculum now used in the business honors program, 2017

- Collaborated with the Executive in Residence to develop and teach GB767 Professional Communication for graduate accounting students, 2011

University Summer Business Writing Workshop

Collaborating Faculty Member, 2015

- Developed and ran a four-part business writing workshop for faculty and staff

Publications, Research, and Academic Projects

Books Authored

Seyler, Dorothy U., and **Allen Brizee**. *Read, Reason, Write: An Argument Text and Reader*. 13th ed. McGraw-Hill Education, 2023. **Saint Louis University Excellent Teaching Materials Award**

Brizee, Allen, and Jaclyn M. Wells. *Partners in Literacy: A Writing Center Model for Civic Engagement*. Rowman and Littlefield, 2016.

- Reviewed in *Community Literacy Studies* 12.2, 2018
- Reviewed in *Composition Studies* 45.1, 2017

Books Edited

Pascual-Ferrá, Paola and **Allen Brizee**. *Commitment to Justice in Jesuit Higher Education*. 3rd ed. Apprentice House, 2016.

Einwalter, Arlene, SSSF. *Called to Be Mystics: Exploring Our Spiritual Journey*. Ed. **Allen Brizee**. Henschel Haus Publishing, 2014.

Journal Articles

Brizee, Allen, Stephanie Hurter Brizee, Colten Biro, Meha Gupta. "John W. O'Malley as a Guide for *Eloquentia Perfecta*, Community-Engaged Work, and Graduate Education." *Jesuit Higher Education: A Journal* vol. 11, no. 2, 2022, Article 12.

Gannett, Cinthia, John Brereton, **Allen Brizee**. "John W. O'Malley: Scholar of Eloquence and Eloquent Scholar." *Jesuit Higher Education: A Journal* vol 11., no. 2, 2022, Article 11.

Brizee, Allen. "Reimagining the Humanistic Tradition: Using Isocratic Philosophy, Ignatian Pedagogy, and Civic Engagement to Journey with Youth and Walk with the Excluded." *Jesuit Higher Education: A Journal* vol. 11, no. 1, 2022, pp. 2-25.

Brizee, Allen, Kate Figiel-Miller, Marianna E. Carlucci. "Living, Learning, Serving: Outcomes of Combining a Living-Learning Program with Service-Learning Courses." *Jesuit Higher Education: A Journal* vol. 11, no. 1, 2022, pp. 51-74.

Brizee, Allen. "What Happens When We Fail?: Developing Resilient Community-Based Research." *Journal of Technical Writing and Communication* vol. 50, no. 4, 2020, pp. 339-375.

Brizee, Allen, Paola Pascual-Ferrá, and Giuliana Caranante. "High-Impact Civic Engagement: Outcomes of Community-Based Research in Technical Writing Courses." *Journal of Technical Writing and Communication*, vol. 50, no. 3, 2019, pp. 224-251. **A Top Paper Award in Civic Engagement, 2017 National Communication Association Convention.**

Brizee, Allen. "Using Isocrates to Teach Technical Communication and Civic Engagement." *Journal of Technical Writing and Communication* vol. 45, no. 2, 2015, pp. 134-165.

Brizee, Allen, and Joe Langmead. "Cross-Disciplinary Collaboration: Fostering Professional Communication Skills in a Graduate Accounting Certificate Program." *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* vol. 11, no. 1, 2014.

Brizee, Allen. "Toward Participatory Civic Engagement: Findings and Implications of a Three-Year Community-Based Research Study." *Computers and Composition: An International Journal* vol. 32, 2014, pp. 22-40.

Brizee, Allen, Morgan Sousa, and Dana L. Driscoll. "Writing Centers and Students with Disabilities: the User-Centered Approach, Participatory Design, and Empirical Research as Collaborative Methodologies." *Computers and Composition: An International Journal* vol. 29, no. 4, 2012, pp. 341-366.

Salvo, Michael, Jingfang Ren, Tammy Conard-Salvo, and **Allen Brizee.** "Usability Research in the Writing Lab: Sustaining Discourse and Pedagogy." *Computers and Composition: An International Journal* vol. 26, no. 2, 2009, pp. 107-121.

Brizee, Allen. "Stasis Theory as a Strategy for Workplace Teaming and Decision Making." *Journal of Technical Writing and Communication* vol. 38, no. 4, 2008, pp. 363-385. **Nominated for the 2009 NCTE Scientific and Technical Communication Award.**

Book Chapters

Bergmann, Linda, **Allen Brizee,** and Jaclyn Wells. "The Engaged Dissertation: Three Points of View." *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education*, Eds. Amanda Gilvin, Georgia M. Roberts, and Craig Martin. Graduate School Press, Syracuse University, 2012.

Driscoll, Dana, Michael Salvo, **Allen Brizee,** and Morgan Sousa. "Usability Research and User-Centered Theory for 21st Century OWLs." *The Handbook of Research on Virtual Workplaces and the New Nature of Business Practices*. Eds. Kirk St. Amant, Pavel Zemlansky. Idea Group Publishing, 2008.

Johnson-Sheehan, Richard. *Writing Proposals: Rhetoric for Managing Change*. 2nd ed. Longman, 2007 (**Allen Brizee** assisted in revising the chapter on stasis theory).

Conference Proceedings

Brizee, Allen. "Participatory Civic Engagement: Usability Research Methods as a Model for Connected Knowing." Proceedings for the 2012 International Association for Research in Service-Learning and Community Engagement Conference, September 23-25, Baltimore, MD (<http://www.researchslce.org/>).

Book Reviews

Brizee, Allen. Review of *Web Accessibility: Web Standards and Regulatory Compliance* by Jim Thatcher et al. *Technical Communication, Journal of the Society for Technical Communication* vol. 54, no. 2, 2007, pp. 254-256.

Invited Publications

Brizee, Allen. "Engaged Scholarship: Using Iterative Design and Empirical Methods to Guide Community Work in Baltimore," response to *Conversations on Jesuit Higher Education* vol. 53, 2018.

Brizee, Allen, and Jenn Fishman "From Class to Community: EP 2.0 and the New Media Legacy of Jesuit Education." *Conversations on Jesuit Higher Education* vol. 43, 2013, pp. 31-33.

Brizee, Allen. "Snapshot of the Fifty-Fifth Annual CCCC: Everything is Bigger in Texas," *The Professional*, University of Maryland Professional Writing Program's monthly newsletter, 4/04.

Works in Progress

Brizee, Allen. "Theorizing Public Digital Humanities." In this article, I discuss the theoretical underpinnings of the digital public humanities projects *The Saint Louis Story: Learning and Living Racial Justice* and *The Baltimore Story: Learning and Living Racial Justice*. The piece examines how participants collaborated using interstitial knowledge building as posited by Derrida. The article also discusses Asen's discursive citizenship and networked public spheres to frame my model of civic engagement, PIER: participatory, iterative, empirical, and resilient. **Conditional acceptance for the special issue of PMLA on public humanities.**

Brizee, Allen. “Antiracist Work in Writing Program Administration and Writing Across the Curriculum.” In this book chapter, I explain the antiracist and equity-focused initiatives that I have completed at Saint Louis University as part of the new Core curriculum. As the inaugural Writing Across the Curriculum director, I have initiated cross-campus, cross-disciplinary team building, faculty development, and writing-intensive course assessment in addition to launching a digital public humanities project that fosters antiracist and equity-focused college-community collaboration: *The Saint Louis Story: Learning and Living Racial Justice*. **Submitted for peer review.**

Brizee, Allen. *Via Media: The Rhetoric of the Middle Way in Isocrates, Queen Elizabeth I, and the Anglican Church*. In this book project, I explore the influences of the Greek philosopher Isocrates on the writing and policies of Queen Elizabeth I and her ability to find common ground between British Catholics and Protestants to further develop the Anglican Church. With today’s polarized politics and society, this project is timely and valuable because it discusses ways to bridge belief systems using rhetorical theory and writing pedagogy. A unique feature of this project is the model I use to analyze the works of Isocrates and Queen Elizabeth I: to code and analyze text, I use grounded theory as outlined by Strauss and Corbin, an approach originally developed for coding and analyzing qualitative data in the social sciences. **Research in process.**

Flores-Koulish, Stephanie, **Allen Brizee**, RaShawna Sydnor, and Stephanie Hurter Brizee. “The Baltimore Story: Learning and Living Racial Justice, A Longitudinal Study.” This article will present findings from a three-year community-based qualitative research study on the outcomes of using a digital humanities project as a hub for anti-racist middle school curricula. **Research in process.**

Brizee, Allen, Josephine Walwema. *Technical Communication for Workplace Success*. This technical communication textbook uses the equity-focused approach for content and process that will help entry-level writing students and their instructors succeed in today’s diverse working environments. **Working.**

Public Digital Humanities and Other Publications

Brizee, Allen, Adé Doss, Clarice Thomas, Heidi Ardizzzone, and Stephanie Hurter Brizee. *The Color Line of Saint Louis: An Immersive Journey through Urban Black History*. This public digital humanities project will allow users to step into the past to interact with historical events and people to learn more about the color divide in St. Louis. The project will also include a physical exhibit space at the Clay Community Education Center in Hyde Park, St. Louis. The project is funded by a \$5,000 grant from the Walter J. Ong, S.J., Center for the Digital Humanities, a \$4,200 Mellon Award, and a \$1,000 Stolle Award. In June 2024, we will submit a \$100,000 prototype NEH grant proposal, 2024.

Brizee, Allen, Stephanie Hurter Brizee, Colten Biro. *The Saint Louis Story: Learning and Living Racial Justice*. This public digital humanities project focuses on the history of slavery and systemic racism in Missouri and St. Louis. The project is funded by an \$8,000 Beaumont grant: <https://www.thesaintlouisstory.org/>, 2023.

Brizee, Allen, Stephanie Hurter Brizee. *The Baltimore Story: Learning and Living Racial Justice*. This is a public digital Humanities and civic engagement project on the history of slavery and systemic racism in Maryland and Baltimore. The project is funded by a \$30,000 McCarthy Dressman Education Foundation grant: <https://thebaltimorestory.org/>, 2019.

Brizee, Allen. “Harbors and Seas: The Both/And of Writing Center Work,” summary of the 2010 Keynote Address for the International Writing Centers Association-National Conference on Peer Tutoring in Writing Conference in the Purdue Writing Lab *Alumni Annotations*, spring 2011.

Purdue University OWL 6/1/07 - 7/1/10: CWEST dissertation project with the Lafayette Adult Resource Academy and WorkOne Express: <https://owl.purdue.edu/engagement/cwest/index.html>. Also authored OWL writing resources: https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html.

Purdue OWL News co-editor 6/1/07 - 7/1/10: Wrote and edited articles for the newsletter on a range of topics and Purdue Writing Lab current events.

Purdue OWL Usability Project, 2/1/06 - 5/1/08: <https://owl.purdue.edu/research/usability/index.html>. Conducted four generations of usability research to guide OWL redesign.

Brizee, Allen. "Teaching Visual Literacy and Document Design in the Professional Writing Program at the University of Maryland, College Park," website, 2004 (restricted access).

Keynotes, Conference Presentations, Lectures, Panels, Workshops, and Media

Keynotes

2022 Secondary School Writing Centers Association Conference: "Not All Those Who Wander Are Lost: Transformational Experiences through Revolutionary Partnerships."

2016 Computers and Writing Conference (C&W): "Crossing the Digital Divide: Engaged Scholarship, Writing, and Technology."

2010 International Writing Centers Association Conference (IWCA)/National Conference on Peer Tutoring in Writing: "Harbors *and* Seas: The Both/And of Writing Center Work."

Conference Presentations

2023 Council of Writing Program Administrators Conference: "Antiracist Work in Writing Program Administration and Writing Across the Curriculum."

2022 International Conference on Urban Education: *The Baltimore Story: Learning and Living Racial Justice* with Stephanie Hurter Brizee.

2022 Rhetoric Society of America (RSA): "Using Isocrates, *Eloquentia Perfecta*, and Ignatian Pedagogy to Guide and Assess Civic Engagement."

2021 Conference on Community Writing (CCW): "Sustained Community Writing through the Engaged Department Model" with Lisa Zimmerelli and Craig Medvecky.

2020 Commitment to Justice in Jesuit Higher Education Conference (CJJHEC): "'The Ethics of Failure and Resilience: How Do We Stumble with Grace and Continue Collaborating with Community Partners?'" Roundtable with Robert Helfenbein. Accepted but did not present due to COVID-19 travel restrictions.

2020 RSA: "The Public Rhetorics of Ignatian Thought: *Eloquentia Perfecta* Beyond the Classroom." Roundtable with Cinthia Gannett (chair), Denise K. Krane, Cathy Gabor, and Simone J. Billings. Accepted but did not present due to COVID-19 travel restrictions.

2020 Association of Teachers of Technical Writing (ATTW): "What Happens When We Fail?: Language, Power, and Access in Civic Engagement." Accepted but did not present due to COVID-19 travel restrictions.

2019 CCW: "What Happens When We Fail?: A Model for Building Resilient Community-Based Research."

2018 Conference on College Composition and Communication (CCCC): "Closing the Loop: Using Mixed Methods Research to Assess Civic Engagement."

2017 CCW: "Developing Networks through Writing Centers and Writing Across the Curriculum." Workshop with Tom Deans and Jaelyn M. Wells.

2017 National Communication Association: "High-Impact Civic Engagement: Assessing the Effectiveness of Community-Based Work in Technical Communication" with Paola Pascual-Ferrá. **Top paper award for civic engagement.**

2016 CCCC: "Civic Writing and #BaltimoreUprising: Health Equity, the Digital Divide, and Assessment in a First-Year Experience Program."

2016 ATTW: "Answering the Hard Questions: Assessing the Outcomes of Civic Engagement in Technical Writing."

2015 CCW: "Writing Beyond the Classroom: Supporting Community Engagement across the Department" with Peggy O'Neill, Lisa Zimmerelli, and Andrea Leary.

2015 CCCC: "Data Weaving: A Dappled Methodology for Community-Based Research."

2015 ATTW: "High-Impact Civic Engagement: The Value of Community-Based Research in Technical Communication."

2014 CCCC: "Agency and Civic Action: WordPress as a Tool for Community Knowledge Work."

2013 CJJHEC "Theory, Research, and Pedagogy in Social Justice and College-Community Relationships."

2013 CCCC: "Mixed-Methods Usability Research as Design Model and Teaching Tool."

2012 CCCC: "Participatory Civic Engagement: Usability Research as a Methodology for Building College-Community Relationships."

2012 International Association for Research on Service-Learning and Civic Engagement: "Participatory Civic Engagement: Usability Research Methods as a Model for Connected Knowing."

2011 CCCC: "Iso-what?: Epistemology, Taxonomy, and Performance in Isocrates and Civic Engagement."

2011 Council for Programs in Technical and Scientific Communication: "Writing with Number Crunchers: Building Academic-Industry Collaboration with Accounting Firms."

2010 C&W Conference: "The Usability of Content Management Systems: Expanding Concepts of Users and Sustainable Knowledge Work" with Patricia Sullivan, Jeffrey Bacha, and Elizabeth Angeli.

2010 CCCC: "Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections," with Jaclyn Wells.

2010 RNF at CCCC: "College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program."

2009 IWCA Writing Center Collaborative at CCCC: "Writing Centers as Bridges to Engagement: Strategies for Fostering College-Community Partnerships," with Linda Bergmann, Danielle Cordaro, Dana Driscoll, and Morgan Reitmeyer.

2009 ATTW: "Engaging Community Networks: The One Laptop Per Child Initiative and Technical Communication Pedagogy."

2009 East Central Writing Centers Association Conference (ECWCA): "Growing Community Connections: Writing Center Engagement and Public Scholarship," with Jaclyn Wells.

2008 CCCC: "Sustaining Writing Center Technologies Through User-Centered Design: Improving Websites and OWLs," pre-conference workshop with Tammy Conard-Salvo, Dana Driscoll, and Morgan Sousa.

2008 CCCC: "Accessing OWLs: Writing Center Usability Testing for Blind and Low-Vision Users," with Dana Driscoll and Morgan Sousa. Chair: Michael Salvo.

2008 CCCC: "Sites of Civic Literacy: Designing and Sustaining College-Community Partnerships," with Jaclyn Wells, Christina Saidy, and Mark Hannah. Chair: Allen Brizee. Respondent: Patricia Sullivan.

2008 ECWCA Conference: “*Praxis* and the Purdue OWL: Putting the OWL to Work for Local Literacy and Engagement.”

2007 CCCC, “Redesigning an OWL: Usability Testing for Writing Centers” with Michael Salvo, Tammy Conard-Salvo, Dana Driscoll, Morgan Sousa, and Karl Stolley.

2007 CCCC Technology Workshop at the Computer Connection, “Bringing a Broad Base of Users into the Project: Web-based Remote Usability Testing of the Purdue OWL” with Michael Salvo, Tammy Conard-Salvo, Dana Driscoll, and Morgan Sousa.

2007 University of Michigan Language and Rhetoric of Citizenship Conference: “Using *Stasis* Theory to Foster Critical, Collaborative Citizenship.”

2007 Purdue University Teaching and Learning with Technology Conference: “Redesigning an OWL: Usability Testing for Writing Centers” with Michael Salvo, Tammy Conard-Salvo, Dana Driscoll, Morgan Sousa, and Karl Stolley.

2006 C&W Conference: “Expert and Apprentice: Hybrid Identities for Graduate Students” with Michael Salvo, Tammy Conard-Salvo, and Jingfang Ren.

2001 Virginia Tech Commonwealth of Virginia Service-Learning Conference: “Fund Raising on the Internet for Non-Profit Organizations.”

Lectures, Panels, and Workshops

2022 Saint Louis University Public Humanities with a Purpose: History, Memory, and Racial Justice Roundtable: “Enacting Racial Justice through the Digital Humanities: *The Baltimore Story* and *The Saint Louis Story*.”

2022 Saint Louis University Lilly Fellows Program Workshop Series: “Reimagining the Humanistic Tradition: Using Writing-Intensive Courses, Writing Across the Curriculum, and Civic Engagement to Create a Hope-Filled Future.”

2021 Towson University Service-Learning Roundtable on E-Service-Learning During COVID-19.

2020 Loyola University Maryland Academic Affairs and Enrollment Committee of the Board of Trustees Meeting Presentation: “E-Service-Learning: A High-Impact Practice for the COVID-19 Outbreak.”

2020 Loyola University Maryland Teaching Enhancement Workshop: “Assessing Student Active Citizenship and Civic Engagement.”

2019 Loyola University Maryland Mission Panel: “How Civic Engagement Supports the Jesuit Mission and Ignatian Pedagogy.”

2019 Loyola University Maryland Writers at Work Speaker Series: “Rhetoric, Writing, and Civic Engagement.”

2017 The Episcopal Church of the Redeemer Fall Lecture Series: “Civic Engagement: from the Ancient Greeks to Greektown, Baltimore.”

2016 Daylong Workshop at St. John Fisher College: “Visions and Directions for University Service-Learning and Engaged Scholarship.”

2016 Faculty Assembly on the Future of Liberal Education at Loyola University Maryland: “Supporting Liberal Education at Loyola University Maryland through Engaged Scholarship.”

2016 Loyola Service-Learning and Engaged Scholarship Faculty Fellows Seminar: “Engaged Scholarship in Action.”

2014 Loyola Service-Learning and Engaged Scholarship Faculty Fellows Seminar: “Engaged Scholarship: One Example.”

2014 Loyola University Maryland Faculty Panel on Mission, Board of Trustees Meeting, Mission and Identity Committee. Moderated by Rev. Tim Brown, S.J. and Catherine Gugerty, SSND; presentation on service-learning and community-based research.

2014 Towson University, PRWR 623: Technical Writing and Information Design graduate class: “Usability and Usability Testing.”

2014 Loyola University Maryland Ethics Week Panel: “Ethics with Impact: How Can Loyola be a More Engaged Citizen of Baltimore City?” Moderated by Michael B. Runnels; presented with Erin O’Keefe, Lin Roman, and Baltimore City Council Member Bill Henry.

2011 Loyola University Maryland Teaching Enhancement Workshop: “York Road Community Engagement: Toward Engaged Scholarship – Integrating Theory, Research, and Practice into Service-Learning,” with Erin O’Keefe.

2011 Loyola University Maryland, WR323, Writing Center Practice and Theory: “The Purdue Online Writing Lab (OWL).”

2009 Lafayette Adult Resource Academy College Preparation Course in Advanced Writing: “The Road to Success is Not Straight: Mapping Paths and Writing Strategies.”

2008 Virginia Tech Professional Writing Alumni Panel: “Whom Do You Serve?: Public Rhetorics as Process for College-Community Partnerships.”

2006 Purdue University Professional Writing Technology and Pedagogy Showcase: “Consulting with Adventure Cycling to Develop Interpretive Materials for the Underground Railroad Bike Tour” with Patricia Sullivan, Rachel Bailey, Jo Doran, Paul Lynch, Morgan Sousa, John Spartz, and Jeremy Tirrell.

2006 Purdue University Research Poster Session: “Research Proposal for Studying Undergraduate Writing in the School of Electrical and Computer Engineering and in the Department of History at Purdue University.”

Media

2024 “Introducing Allen Brizee.” Saint Louis University College of Arts and Sciences Facebook article.

2020 “Students Learn and Connect with Others through Service, Despite Pandemic,” by Francesca Minicozzi for *The Grove*, Loyola University Maryland: <https://bit.ly/39MdVoM>.

2020 “Connecting with Community Through GEDCO/CARES,” by Vanessa Cuppari for *The Grove*, Loyola University Maryland: <https://bit.ly/3pZGdCd>.

2020 “Virtual Learning Helps Loyola Maryland Extend Impact on Local Community,” by Moley Roby for *Connections: The Online Magazine of the AJCU*, November issue: <https://bit.ly/35Mz3ce>.

2019 “Interview with Allen Brizee on the 25th Anniversary of the Purdue OWL,” by David Ching for *THiNK Magazine: Purdue’s College of Liberal Arts*, fall issue: <https://cla.purdue.edu/think/>.

2019 “Allen Brizee, Ph.D., Supports Loyola’s Ignatian Mission by Engaging Students in the Local Community,” by Molly Cochran for *Loyola* magazine: <https://tinyurl.com/y4c4khqz>, 9/13.

2016 “The View from My Ivory Cubicle,” by Layli Miron for the *Huffington Post*: <http://tinyurl.com/y7zuja65> 6/3.

2015 interview for 4C4E Community Engagement and Social Justice Action Hub at CCCC 3/18.

2011 interview for “Service-Learning Writing Classes Partner with York Road Corridor Community Richnor Springs,” by Courtney Jolley for the October issue of *Loyola College Update* newsletter.

2009 interview for “Hot Type: Psychological Association Offers to Replace Error-Ridden Copies of Style Guide,” by Jennifer Howard for *The Chronicle of Higher Education* 10/27.

2007 interview for “Contest Will Test Students’ Web Literacy,” by Brian Wallheimer for *Journal and Courier* newspaper 8/26.

2005 interview for the University of Maryland University College Distance Learning Technical Writing Course. Instructor: Nancy Hoagland.

Honors, Grants, and Awards

Saint Louis University Walter J. Ong, S.J., Center for Digital Humanities Grant for *The Color Line of St. Louis: An Immersive Journey through Urban Black History*, 2024: \$5,000

Saint Louis University Mellon Award for *The Color Line of St. Louis: An Immersive Journey through Urban Black History*, 2024: \$4,200

Saint Louis University Stolle Award for *The Color Line of St. Louis: An Immersive Journey through Urban Black History*, 2024: \$1,000

Saint Louis University College of Arts and Sciences Excellent Instructional Materials in Research Award for *Read, Reason, Write: An Argument Text and Reader* 13e published by McGraw-Hill, 2024: \$1,000

Saint Louis University English Department Spaulding Literary Essay 1st place for “Effects of Marijuana Legalization on the St. Louis Community” as instructor for John Prusak, 2023

The Saint Louis Story: Learning and Living Racial Justice digital public humanities project funded by a Beaumont Scholarship Research Award, 2023: \$8,000

The Baltimore Story: Learning and Living Racial Justice digital public humanities project funded by a McCarthy Dressman Education Foundation grant, 2021: \$30,000

Loyola University Maryland Senior Sabbatical Research Leave fall 2018

Loyola University Maryland Summer Research Grant, 2018: \$4,000

National Communication Association Conference top paper award in civic engagement for “High-Impact Civic Engagement,” 2017

York Road Literacy and Employment Initiative Community Workshop Grant through the Loyola Clinical Centers, 2017: \$4,000

Loyola University Maryland **Faculty Award for Excellence in Engaged Scholarship**, 2015

Loyola University Maryland Summer Research Grant for the York Road Literacy and Employment Initiative, 2014: \$4,000

Kolvenbach Summer Research Grant for the York Road Literacy and Employment Initiative, Faculty Mentor for Undergraduate Research Assistant, Giuliana Caranante, 2014: \$500

Tenure-Track Sabbatical fall 2014 for the York Road Literacy and Employment Initiative
Dr. Janice (Ginny) Redish Lecture Grant, Loyola Center for the Humanities, Loyola Center for Lifelong Learning, Loyola Writing Department 2012: \$825

Loyola University Maryland Summer Research Grant, 2012: \$4,000

Loyola University Maryland Summer Research Grant, 2011: \$4,000

Loyola University Maryland Summer Research Grant, 2010: \$4,000

Purdue University Research Foundation Grant for Dissertation Work, 2009 – 2010: *College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program*: \$16,795

East Central Writing Centers Association Leader of the Year, 2009: \$200

Janice M. Lauer Award for Excellence in Dissertation Work, 2009: \$500

Purdue University Writing Lab Outstanding Tutor Award, 2007 – 2008: \$100

Introductory Composition at Purdue (ICaP) 106/108 Showcase, 2008, Best Original Project (honorable mention), as instructor with Michael Reddy

Crouse Scholarship in Professional Writing: Emergent Scholar at Purdue, 2008: \$5,000

Purdue University Literary Awards: Kneale Award for Pedagogy, second place, 2008, for “Public Rhetorics in Professional Writing Pedagogy”: \$100

Purdue University Student Engagement Grant for the Community Writing and Education Station (CWEST), with Jaclyn Wells, 2007: \$1,500

Purdue University Liberal Arts Community Engagement (PLACE) Grant for the Community Writing and Education Station (CWEST), with Jaclyn Wells, 2007: \$1,600

Introductory Composition at Purdue (ICaP) 106/108 Showcase, 2007, Best Original Project (first place), Best Display (first place) as instructor with Sandeep Suresh: \$200

Purdue University Literary Awards: Kneale Award for Pedagogy, first place, 2007, for “Using *Stasis* in Professional Writing Pedagogy: Ancient Origins, Contemporary Applications”: \$200

Crouse Scholarship in Professional Writing: Promising Scholar at Purdue, 2006: \$5,000

Featured Crouse Recipient in the Purdue University College of Liberal Arts Annual Report, 2007

University of Maryland Professional Writing Program Contest best project in Technical Writing for “Methods of Restoring Paint Branch Creek” as instructor with Leigh Arcott and Casey Jordan, 2006

Quintilian Award for Teaching, Department of English, Purdue University, 2005

Distinguished Service-Learning Award, Virginia Tech, 2000, 2001

Robert H. Dedman, Jr. Prize for Excellence in Professional Writing, second place, Virginia Tech, 2000

Professional Writing Experience

Lead Content Architect for Master Writer 2.0, McGraw-Hill Education: Oversee and develop specialized content for online writing platform: 9/1/19 – 3/1/23

Contractor: Technical Writing, Editorial Cooperative at Purdue (ECaP), West Lafayette, IN: 3/1/06 – 5/1/07. Technical writing consultant for a wide variety of contracts

Contractor: Technical Writing, Dynamix Corporation/Obverse, Largo, MD: 8/20/02 – 9/2/02. Revised user manual for the District of Columbia’s Mental Retardation and Developmental Disabilities Administration (MRDDA) Consumer Information System database, version 3.0

Technical Writer, GS-04, U.S. Army, National Guard Bureau, Reserve Component Automation System (RCAS), Engineering and Support Office, Ft. Belvoir, VA: 5/28/96 – 6/31/98. Worked with technical experts to generate project documentation for an international U.S. military computer network

Service and Engagement

Saint Louis University English Department Service

- Member, Non-Tenure Track Faculty Mentor Committee for Emily Phillips, 2023 – present
- Member, Research Committee, 2022 – present
- Member, Writing Program Committee, 2021 – present
- Member, English Department Assessment Committee, 2021 – present

Loyola University Maryland Writing Department Service

- Chair, Service-Learning Committee, 2020 – 2021
- Judge, Annual Rhetoric Essay contest, 2019 – 2021
- Co-Chair, Assessment Committee, 2017 – 2021; member 2016 – 2017
- Chair, Criteria for Annual Merit Review Committee, 2016 – 2017
- Member, Search Committee for Associate Director of the Loyola Writing Center, 2016
- Chair, Curriculum Committee, 2013 – 2014; member 2011 – 2014
- Organized and wrote grant proposals for invited lecture from Janice (Ginny) Redish, 2012
- Writing Department Representative, Student Open House and Admissions Event, Loyola University Maryland, 2011 – 2021
- Member, Student Engagement Committee, 2013 – 2016
- Department Webmaster, 2010 – 2016
- Undergraduate advisor for writing majors, 2010 – 2021

Saint Louis University University-Level Service

- Board Member, Phi Beta Kappa, 2024 – present
- Member, Academic Integrity Working Group, 2023 – present
- Member, Academic Advisory Team, Center for Ignatian Service, 2022 – present
- Member, Mellon Review Committee, 2022, 2023
- Chair, WAC Working Group, 2022 – present
- University Core Curriculum Associate Director for Writing-Intensive Courses, 2021 – present

Loyola University Maryland University-Level Service

- Member, Loyola School of Education Center for Equity, Leadership, and Social Justice in Education Advisory Board, 2022 – present
- Principle Investigator for The Baltimore Story digital humanities project and co-author for \$30,000 external grant from the McCarthey Dressman Education Foundation, 2021
- Co-Facilitator, Diversity Reading Group for *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*, 2020
- Graduate Program in Forensic Pattern Analysis Steering Committee, 2019 – 2021
- Faculty Director for Community-Engaged Learning and Scholarship, 2019 – 2021
- Chair, Engaged Scholarship Committee, 2019 – 2021
- Member, Aspen Institute Business and Society Program, Sellinger E-Portfolio Work Team, 2017
- Member, Committee on the Assessment of Student Learning, 2016; 2019 – 2021
 - Led effort to revise the university oral communication assessment rubric to align with the AAC&U Value Rubric.
- Chair, Selection Committee for the 2016 Faculty Award for Excellence in Engaged Scholarship.
- Member, Loyola’s Strategic Planning Working Group on Civic and Urban Engagement, 2015 – 2016

- Messina (First-Year Experience Program) Core Advisor, 2015 – 2018
- Member, Loyola's Commitment to Justice Committee, 2015 – 2021
- Core Advisor, Loyola University Maryland, 2013 – 2014
- Member, Engaged Scholarship Committee, 2013 – 2018
- Participant, Academic Portfolio Workshop, Loyola University Maryland, 2011
- Participant, Faculty Fellows Seminar on Engaged Scholarship, Loyola University Maryland, 2011
- Service-learning Professor, York Road Initiative, Loyola University Maryland, 2011 – 2021
- Department Senator, Academic Senate, Loyola University Maryland, 2011, 2015
- Care-a-Van Volunteer, Loyola University Maryland, 2010 – 2012

Service to Discipline

- Journal Editorial/Review Board Membership:
 - Review board member, *WAC Journal*, 2022 – present
 - Editorial board member, *Journal of Technical Writing and Communication*, 2016 – present
 - Founding member and review editor, *Present Tense Journal*: <http://www.presenttensejournal.org/>, 2010 – 2016
 - Member, CCCC Memberweb, 2010 – 2012
- Journal Reviewer:
 - *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 2019
 - *Double Helix: A Journal of Critical Thinking and Writing*, 2019
 - *Journal of Business and Technical Communication*, 2018
- Manuscript Reviewer:
 - Parlor Press, 2011
- Conference Reviewer:
 - CCW: 2017, 2019
 - CCCC Stage one reviewer: 2012, 2013, 2014, 2015, 2016
 - ATTW: 2015, 2016
 - IARSLCE: 2013, 2015
 - CPTSC: 2013, 2014, 2015
- National and Regional Awards:
 - Chair, CCW Outstanding College-Community Project Award Committee, 2017, 2019, 2021
 - East Central Writing Centers Association Award Selection Board, 2011
- Conference Committees and Responsibilities:
 - Member, Host Committee for the 2021 CCW, 2019 – 2021
 - Co-Chair, CCCC Community Literacy, Service-Learning, Public Rhetoric SIG, 2012 – 2015
 - Discussion Leader, CCCC RNF, 2011, 2012, 2014
 - Member, Planning Committee for the 2012 IARSLCE Conference
 - Co-Chair with Andy Furco, 2012 IARSLCE Submissions Category, Theoretical and Conceptual Frameworks, Research Designs, and Methodological Issues
- Discipline Committees:
 - Member, CCCC Committee on Intellectual Property, 2010 – 2016
- Other Discipline Service:
 - External Review for Dr. Tristan Abbott's tenure and promotion, Morgan University, 2021
 - External Reviewer for Dr. Joyce Meier's promotion, Michigan State University, 2018
 - Member, Virginia Tech Department of English Distinguished Alumni Board, 2011 – 2016

Service to Community

- Sunday School Teacher, Journey to Adulthood, Episcopal Church of the Redeemer, 2019 – 2021
- Member, Episcopal Church of the Redeemer Covenant Fund Steering Committee, 2017 – 2020
- Thesis Coach for DMin., Fr. Kenneth H. Saunders, III, Bexley Seabury Seminary, 2016 – 2018
- Volunteer, GEDCO/CARES Career Connection, 2015
- Chair, Outreach Committee, Trinity Episcopal Church, 2015 – 2016
- Member, Communications Committee, Episcopal Cathedral of the Incarnation, 2010 – 2014
- Volunteer, Lafayette Adult Resource Academy, 2009 – 2010
- Volunteer food distributor with the St. John's Episcopal Church food pantry, 2009 – 2011

- Lafayette Urban Ministry volunteer with the Episcopal Chapel of the Good Shepherd, 2009 – 2010
- NVCC, Volunteer Writing Center Tutor, summer 2002
- Keyworker, Combined Federal Campaign, 1996, 1997

Training and Certifications

- CITI Course in the Protection of Human Research Subjects, Certified: 2006, 2022
- Preventing Harassment and Discrimination for Non-Supervisors: Title IX and Clery: 2021, 2022
- Loyola White Accountability Group Participant: 2020
- Safe Church Training, Episcopal Diocese of Baltimore, Certified: 2019
- Loyola Workplace Harassment Training, Re-certified: 2019
- Racial Justice Training, Baltimore Racial Justice Action: 2018
- Safe Zone Ally at Loyola, Certified: 2014
- NIH Human Research Participants Training, Certified: 2011
- Family Educational Rights and Privacy Act (FERPA), Certified: 2005, 2007

Technology Experience

- NVivo Qualitative Data Analysis Software
- Microsoft Office Suite (Word, PowerPoint, Explorer, Excel) and Microsoft Publisher
- Adobe Creative Suite (Acrobat, Photoshop, Illustrator, Dreamweaver, etc.)
- EyeGuide, Camtasia, Audacity, JAWS
- Habitat, SiteCore, SiteExecutive, WordPress, Axiom Mentor, Squarespace

Professional and Honor Organizations

Professional Organizations

- Modern Language Association, 2022 – present
- Association for Writing Across the Curriculum, 2022 – present
- Rhetoric Society of America, 2022 – present
- Jesuit Conference on Rhetoric and Composition, 2010 – present
- Council of Writing Program Administrators, 2007 – present
- College Composition and Communication, 2004 – present
- National Council of Teachers of English, 2003 – present

Honor Organizations

- Phi Beta Kappa, Virginia Tech, 2000
- Phi Kappa Phi, Virginia Tech, 1999
- Golden Key Honor Society, Virginia Tech, 1999

References

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