

Kelli Lyckë Martin

University of Arizona English Department
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EDUCATION

- Ph.D **Rhetoric, Writing and the Teaching of English**, The University of Arizona
Pending 2024
- MA **Rhetoric & Writing**, The University of New Mexico
May 2019
Portfolio Topic: "Textuality of Memory Sites: Recovering Cold War, Mexican American Labor Rhetoric"
- BA **English - Literature**, Park University
BS **Secondary Education**, Park University
March 2015, Magna Cum Laude
- AA **Teaching**, Metropolitan Community College - Maple Woods,
December 2010, Cum Laude

ADMINISTRATIVE APPOINTMENTS

Graduate Director of Placement and Assessment, Foundations Writing Program, University of Arizona
(2020)

- Develop instructional materials to help academic advisors understand directed self-placement as a process and the course offerings.
- Maintain and update directed self-placement evaluation according to feedback from students and instructors regarding placement.
- Evaluate external institutional materials, such as syllabi and course catalogs to determine course equivalency.
- Develop the transfer student portfolio workshop, a free online course which allows students to present samples of their writing for Foundations Writing course waivers.
- Update student transcripts to show completion of Foundations Writing requirements (through transfer coursework, previous degrees, etc.)
- Co-facilitate programmatic assessment through the collection, coding, and analysis of student portfolios across Foundations Writing courses.

Graduate Director of Textbook and Technology, Foundations Writing Program, University of Arizona (2019-2020)

- Consulted with various stakeholders across the program including instructors, equity and Accessibility, assessment, curriculum and instructional materials to determine priority revisions to the textbook edition
- Directed an editorial team to compile and write instructional materials for inclusion in the new edition

- Collected and evaluated student writing for inclusion as samples of student work in the new edition. Gathered informed consent to publish student writing
- Strategize about the removal of content to reduce the cost of the textbook for students.

Foundations Writing Placement Advisor, Foundations Writing Program (2020)

- Assisted students with directed self-placement procedures by walking students through the self-evaluation process.
- Advised domestic, international, and online students about which Foundations Writing courses to take based on a variety of student data including language proficiency, dual credit, transfer status, and credit bearing exams.
- Led the first ever online Freshman Orientation

TEACHING APPOINTMENTS

Graduate Teaching Associate and Instructor of Record, English Department, University of Arizona

English 101: Foundations Writing I (2019)
 English 102: Foundations Writing II, face-to-face and Online (2020)
 English 101A: Foundations Writing I + studio, Online (2020)
 English 313: Introduction to Professional & Technical Writing (2022)

Teaching Assistant and Instructor of Record, English Department, University of New Mexico

English 110: Accelerated Composition, face-to-face and hybrid (2018-2019)
 English 111: Composition I (2017-2018)
 English 112: Composition II (2018-2019)
 English 120: Composition III, face-to-face and hybrid (2017-2019)

High School English Teacher, Platte County High School, Platte County, MO.

English III: 11th Grade (2015-2017)
 AP: Language and Composition (2015-2017)

Long-term Substitute Teacher, Smithville Middle School, Smithville, MO.

8th Grade Reading (Spring 2014)
 8th Grade Seminar (Spring 2014)

Writing Tutor, Learning Center, Metropolitan Community College, Kansas City, MO. (2007-2015).

Writing and English Language Tutor, Academic Support Center, Park University, Parkville, MO. (2012-2015).

INDUSTRY EXPERIENCE

Web Coordinator, *Peitho: Journal of the Coalition of Feminist Scholars...*(2021-2023).

- Coordinate with editorial team to publish scholarly articles on Wordpress website
- Ensure accessibility for web content by creating alt-text, captions, and headings, and necessary subtitles
- Publicize new issues and CFPs through listservs and by advertising at conference

Digital Marketing and Branding Consultant, Lycke Consulting, Gladstone, MO. (2016-2018).

- Consultant to KCK Chamber of Commerce, Kansas City, KS.
- Social Media Subcontractor for local restaurants and lawyers, Kansas City metro.

- Digital Community Manager and Grant Writer, NomadApp, 1 of 20 startups accepted to Plug and Play Tech Centers Travel & Hospitality Accelerator and winner of TechStars \$60,000 development grant funded by Sprint Mobile Accelerator

Public Relations and Social Media Intern, College of Liberal Arts and Sciences, Park University, Parkville, MO. (Fall 2015).

- Social Media and Blog Manager under supervision of Joy Piazza
- Writing Consultant for Public Relations team

PUBLICATIONS

BOOKS

University of Arizona. *A Students' Guide to Foundations Writing*. Edited by **Kelli Lycke**, Pete Figler, and DR Ransdell. 41st ed., Plymouth, MI: Hayden-Mcneil, Forthcoming 2021.

University of New Mexico Core Writing Committee. *Elevations: Guide to First-Year Composition*. Edited by **Kelli Lycke** and Richard Robb. 4th ed., Plymouth, MI: Hayden-Mcneil, 2019.

University of New Mexico Core Writing Committee. *Elevations: Guide to First-Year Composition*. Edited by **Kelli Lycke** and Richard Robb. 3rd ed., Plymouth, MI: Hayden-Mcneil, 2018.

PEER-REVIEWED ARTICLES

Lycke Martin, K. and Ann Shivers McNair (2022). "From 'Spring Break' to 'Reading Days': Contingency, Relations of Power, and Positionalities in Experiences of Overwork During Academic Breaks," *Academic Labor: Research and Artistry*, vol. 6, article 8.

Lycke, K. (May 2020). "The Shrine of Chino Mine: Extraction Rhetoric and Public Memory in Southern New Mexico." *XChanges*.

Martin, K. (2014). "When rubrics collide: One undergraduate writing tutor's experience negotiating faculty and institutional assessments," *InSight: A Journal of Scholarly Teaching and Learning*, Vol. 8.1 pp. 59-62.

FILM SCREENINGS

Lycke, K. (February, 2021). This was Santa Rita. [short film]. The Loft Cinema, Tucson, AZ. <https://loftcinema.org/film/whats-up-docs/>.

WORKS IN PROGRESS

"Into Space"

"Into Space," is a full-length film-book, a hybrid genre which uses dramatic readings of archival materials alongside oral histories and archival images to explore the history of Santa Rita, New Mexico. Santa Rita—the townsite for the Chino Mine—was once the fourth largest copper mine in the world. Between 1965-1970, Santa Rita was evacuated and demolished to expand the mining pit. This film-book is a case study investigating how mining communities memorialize

their culture and history. I hope that using film will allow participants to share their personal memory materials that speak back against institutional archives. I believe film provides an opportunity to work with the community and produce compositions that further develop much-needed reciprocal relationships. This moves away from the model of writing about communities, and moves towards a model of writing with communities.

“Heartland: Queer Youth Digital Memory Collective”

The Heartland Queer Youth collective is a public web-project which aims to recover Midwestern queer spaces and efforts toward community building. While many recovery projects for queer space and queer history have emerged in recent years, these studies often focus on queer existence in coastal areas of the United States like San Francisco and New York. Yet, as Samantha Allen traces in her book *Real Queer America*, many queer Americans could not and/or did not choose to migrate to the coasts in search of a more accepting or “queerer” life. In this collective, we compile an online, embodied archive of queer histories and queer youth memorabilia to invite participants to speak about the queer spaces that supported their coming of age in the Midwest. In alignment with decolonial and queer archival practices, participants contextualize their own artifacts and define the metadata by which to search their stories.

PRESENTATIONS AND WORKSHOPS

- Lycke, K.** July 2020. “Santa Rita and the Mine: Extraction Rhetoric and Public Memory in Southern New Mexico,” 3rd International Rhetoric Workshop, San Luis Potosi, Mexico. Workshop subsequently canceled due to COVID–19 pandemic.
- Lycke, K.** Forthcoming, 2020 May. “Making the case: Why the Local 890 Union Hall is not a National Monument, and why it should be.” *Rhetoric Society of America*. Invited Panel Presentation: Narratives of Extraction: Labor, Mining, and Displacement in Cold War Mexicana/o Communities of the Southwest, Portland, OR. Conference subsequently canceled due to COVID–19 pandemic.
- Lycke K. & Kohs, C.** Forthcoming 2020, March. “Heartland: Midwestern Queer Recovery, Rhetoric, and Belonging”. CCCC. Panel Presentation: Qualitative Research Network. Milwaukee, WI. Conference subsequently canceled due to COVID–19 pandemic.
- Lycke, K. & Clarke, L.** (2020, January). “Blogging as Reflection Throughout the Semester.” *Writing Program Spring Teaching Symposium*. Panel Presentation: Inquiries into Teaching. Tucson, AZ.
- Lycke, K.** (2019, November). Invited Panel: English Alumni Panel. Park University, Parkville, MO.
- Lycke K.** (2019, June). “The Shrine of Chino Mine: Public Memory of Displacement in New Mexico’s Central Mining District”. *Association for the Study of Literature and Environment*. Invited Panel Presentation: The Margins of Environmentalism: Examining Narratives of Struggle against Extraction, Resource Grab, and Infrastructure Development. Davis, CA.
- Lycke K.** (2019, February). *The Salt of the Earth: Completing Representations of the Chicano Identity in New Mexico’s Central Mining District*. Invited Panel Presentation: Southwest Popular/American Culture Association, Albuquerque, NM.
- Hall Kells, M., **Lycke, K.**, Muñoz, Z., & Romero, S. (2018, October). “Missing Keys: Reviving stories of the Empire Zinc Mine Strikes and restoring the Local 890 Union Hall”. Invited Panel

Presentation: *La Canoa: The Women of Local 890 and the Empire Mine Strike*. National Hispanic Cultural Center, Albuquerque, NM.

Lycke, K. & Salcedo Vásquez, L. (2017, February). "Social media and the power of community." Invited Workshop Facilitators: Kansas City Kansas Chamber of Commerce Workshop Series. Kansas City, KS.

Martin, K. (2015, November). "Looking at Literature through a Lens". Poster Presentation: Park University Annual Teacher Candidate Preparation Project Symposium, Parkville, MO.

Martin, K. (2015, March). "An Obligation to Humanity: Examining the Role of 'Anti-fiction' in Julia Alvarez's Novels" Invited Panel Presentation: *Sigma Tau Delta International Convention*, Savannah, GA. March 2015.

Martin, K. (2014, May). "The Untold Stories of CLAS: Using Social Media to Increase Engagement with Current and Future Students" Invited Panel Presentation: *Park University Annual Student Research and Creative Arts Symposium*, Parkville, MO.

Martin, K. (2013, August). "Learning Goals, Our Steps to Success," Workshop Facilitator: Greater Kansas City Writing Center Project, Overland Park, KS.

SERVICE

UNIVERSITY OF ARIZONA

- Graduate Student Council Representative for the College of Social and Behavioral Science (2020-present)
- English Graduate Union Representative, University of Arizona, (2019-present)
- Assessment Sub Committee member, WriPaca, University of Arizona, (2019-present).
- Awards Subcommittee member, WriPaca, University of Arizona, (2022-present).
- Bylaws Sub Committee member, WriPaca, University of Arizona, (2019-2020).
- Contract Grading and Alternative Assessment Collaborative Learning Community member (2019-present).

UNIVERSITY OF NEW MEXICO

- Subcommittee Chair, Student Textbooks, Core Writing, University of New Mexico (2018-2019)
- Committee Organizer, Student Success and Accessibility Committee, Core Writing, University of New Mexico. (Fall 2018)

PLATTE COUNTY HIGH SCHOOL

- Assessment and Data Team Leader, Junior (11th grade) Data Team, Platte County High School. (2013-2014).

PARK UNIVERSITY

- Chapter Vice-President, Sigma Tau Delta: International English Honors Society, (2014-2015).
- Co-Editor, *The Scribe Literary Magazine*, Park University, (2014-2015).
- Chapter Secretary, Sigma Tau Delta: International English Honors Society, (2013-2014).
- Chapter Secretary, Missouri (NEA) National Educators Association, (2013-2014)
- Chapter Secretary, ASCD, (2013-2014).

VOLUNTEER EXPERIENCES

- Volunteer, Tucson Community Supported Agriculture. Tucson, AZ. (2020- present)

- Site Leader and Curriculum Designer, Story Riders, Center for Southwest Culture. Albuquerque, NM. (2017-2019).
- Writing Workshop Coordinator, *Salt of the Earth Recovery Project*, Grant County, NM. (2017-2018).

GRANTS, AWARDS, AND FELLOWSHIPS

UNIVERSITY OF ARIZONA

- EGU Research Grant (2022), UArizona English Department \$750
- Teaching with Technology Award (2021), UArizona Writing Program
- Graduate and Professional Student Council Research Grant, GPSC. \$1200
- RCTE Director Research Fellow (2021), RCTE. \$500
- Ruth Gardner Teaching Award (2019-2020), University Writing Program. \$500
- LGBTQ Fellow (2019-2020), University of Arizona LGBTQ Institute. \$1100

UNIVERSITY OF NEW MEXICO

- Graduate Student Award in Rhetoric and Writing (2018-2019), Department of English. \$500
- Writer in Residence Fellowship (2018-2019). National Consortium of Environmental Rhetoric and Writing.
- Core Writing Royalty Research Grant. (2018), Core Writing Program. \$370

PARK UNIVERSITY

- Mary Barlow Writing Award for Outstanding Student Writing (2015), Department of English

SKILLS, LICENSURE & CERTIFICATIONS

LANGUAGES

- English, Native Speaker
- Spanish, Fluent Speaker

UNIVERSITY OF ARIZONA

- Online Teaching Certification (awarded 2019)
- Technical and Professional Writing Certification (awarded 2020)
- Quality Matters: Independent Applying the QM Rubric (awarded 2021)

TEACHING CERTIFICATIONS

- Missouri English teaching license, Grades 9-12 (awarded 2015)
- Missouri English teaching license, Grades 5-9 (awarded 2015)
- Missouri English substitute teaching License (awarded 2014)

COLLEGEBOARD CREDENTIALS

- AP Language and Composition Certification (awarded 2016)
- Teaching English to Speakers of Other Languages, Praxis (passed 2014)

PROFESSIONAL AFFILIATIONS

- Coalition of Feminist Scholars in the History of Composition and Rhetoric (2019-present)
- College Composition and Communication Member (2019-present)
- Rhetoric Society of America (2018-present)
- Association of the Study of Literature and the Environment (2018-present)
- Sigma Tau Delta: International English Honors Society (Lifetime Member)

RELEVANT COURSEWORK

UNIVERSITY OF ARIZONA

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|-----------|---|--------------------------------------|
| ENGL 510 | The Teaching of Writing: Feminist Pedagogies | Cristina D Ramírez |
| ENGL 597R | Research Methods in Rhetoric & Composition Studies | Aimee C. Mapes |
| ENGL 599 | History of Documentary Film-making | Jacob Bricca & Ann Shivers-McNair |
| ENGL 696D | History of Literacies | Tom Miller |
| ENGL 696E | Writing Program Administration | Susan Miller-Cochran |
| ENGL 696E | Archival Research Methods | Cristina D Ramírez |
| ENGL 696E | Qualitative Methodology in Writing Studies | Aimee Mapes |
| ENGL 696T | Rhetorical Theory | Aimee Mapes |
| SCCT 500 | Introduction to Social, Cultural, and Critical Theory | Jill Koyama |
| FTV 599 | Documentary Production | Jacob Bricca |

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| ENGL 513 | Scientific, Environmental and Medical Writing | Michelle Hall Kells |
| ENGL 542 | Major Texts in Rhetoric | Michelle Hall Kells |
| ENGL 543 | Contemporary Texts in Rhetoric | Todd Ruecker |
| ENGL 597 | Rhetoric and Textuality of Public Memory | Michelle Hall Kells |
| ENGL 660 | 19 Century Am. Literature, Media & the Mythic West | Jesse Alemán |
| ENGL 660 | Chicana(o) Expressions | M. Vizcaíno-Alemán |
| ENGL 531 | Teaching Stretch & Studio Composition | Cristyn L. Elder |
| ENGL 532 | Teaching Multimodal and Online Composition | Tiffany Bouelle |
| ENGL 540 | Research Methods in Writing Studies | Todd Ruecker |
| ENGL 530 | Teaching Composition | Chuck Paine |