

HALEY STAMMEN, M.A.

Composition Instructor | Rhetoric, Writing, & Inclusive Pedagogy

Based in Tempe/Phoenix, Arizona

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SUMMARY

Experienced university composition instructor and academic support professional with a strong record of teaching first-year composition, research writing, and rhetoric in face-to-face, hybrid, and online classrooms. Instructor of record for a wide range of undergraduate writing courses, with a teaching approach grounded in inclusive, access-oriented pedagogy and long-standing work with first-generation, adult, veteran, and academically at-risk students. Brings experience designing curriculum, using assessment to inform instruction, and collaborating across units to support student learning and persistence.

EDUCATION

- **Doctor of Philosophy in English: Rhetoric and Writing Studies**, May 2026,
 - *Bowling Green State University, Bowling Green, OH.*
 - Dissertation: Rising to the Level of Your Training: Faculty Roles in Campus Safety, Preparedness, and Response
 - Chair: Dr. Lee Nickoson
- **Master of Arts in English: Rhetoric, Writing, and Digital Media Studies**,
 - Northern Arizona University, Flagstaff, AZ.
 - Capstone Project: Reaching Basic Writers: Using Culturally Responsive Teaching and Literacy Autobiographies to Support Basic Writers in First-Year Writing Courses
- **Graduate Certificate in Professional Writing**,
 - Northern Arizona University. Flagstaff, AZ.
- **Bachelor of Arts in English/Writing**,
 - Eastern Oregon University. La Grande, OR.
- **Associate of Arts**
 - Umpqua Community College, Roseburg, OR.

UNIVERSITY TEACHING EXPERIENCE

Faculty Associate, Arizona State University: 2026- present.

- Teach first-year composition with an emphasis on rhetorical analysis, research-based writing, and academic argument in in-person and hybrid formats

- Assess student writing using program-aligned outcomes and revision-centered feedback

Teaching Associate, Bowling Green State University: 2021-2025

- Instructed online writing courses for a diverse range of learners, including dual credit students, undergraduates, and adult learners
- Participated in assessment and professional development activities

Instructor, Wilmington College: 2020-2025

- Worked extensively with academically at-risk students, including those repeating first-year composition, on academic probation, or navigating institutional retention interventions

Instructor, Summer Bridge Program, Northern Arizona University: 2019-2021

- Taught “Rhetoric in the Media,” a first-year English course, online to incoming first-generation college students
- Collaborated with the program director to adapt STAR programming for online delivery in response to COVID-19

Graduate Teaching Assistant, Northern Arizona University: 2018–2020

- Served as the instructor of record for first- and second-year writing courses
- Participated in professional development and program assessment

COURSES TAUGHT (INSTRUCTOR OF RECORD)

Arizona State University, Faculty Associate

- ENG 102, First-Year Composition (In-Person, Hybrid)

University of Dayton, Instructor

- UDI 055- Becoming a Mindful Learner (In-Person)

Bowling Green State University, Teaching Associate

- WRIT 1110- Seminar on Academic Writing (Online, Asynchronous)
- WRIT 1120- Seminar on Research Writing (Online, Asynchronous)
- ENG 4830- Advanced Writing Studio, Rhetorical Criticism & Popular Culture (Online, Asynchronous)
- ENG 4840- Foundations & Theory of Teaching Writing (Online, Asynchronous)

Wilmington College, Instructor

- ENG 100- Writing I (In-Person, Online Asynchronous)
- ENG 101- Writing II (In-person, Online Asynchronous, Hybrid)

Northern Arizona University, Graduate Teaching Assistant

- ENG 100- English Composition: Writing Center (In-Person, Online)
- ENG 105- Critical Reading/ Writing in the University (In-Person)
- ENG 110- Rhetoric in the Media (In-Person, Online- Synchronous, Asynchronous)
- ENG 205- The Academic Writer’s Workshop (Hybrid)

ACADEMIC SUPPORT EXPERIENCE

Humanities Tutor, TRiO Student Support Services, Coconino Community College: 2020

- Tutored first-generation college students in humanities, writing, and social science courses
- Collaborated with TRiO advisor to develop a Tutoring Handbook and Standard Operating Procedure

Supplemental Instructor, Summer Bridge Program, Northern Arizona University: 2019

- Hosted biweekly review sessions for students enrolled in “Rhetoric in the Media”
- Provided individualized academic support for first-generation college students and basic writers

Lead Writing Assistant, Writing Center, Northern Arizona University: 2018–2020

- Developed training materials for online writing support tailored to distance and graduate students
- Delivered training sessions to 10 graduate writing assistants

Teaching Assistant, English/Writing, Eastern Oregon University: 2017–2018

- Facilitated three lessons per quarter
- Met one-on-one with students to support their writing goals
- Evaluated student writing alongside the instructor of record

Writing Tutor, Department of English/Writing, Eastern Oregon University: 2017–2018

- Conducted one-on-one writing consultations for students across all levels and disciplines
- Collaborated with the Office of Accessibility to provide writing support for distance learners with accommodations

ACADEMIC LEADERSHIP & OPERATIONS

Tutoring & Supplemental Instruction Coordinator, U. of Dayton: 2022- 2025.

- Hired, trained, supervised, and evaluated 130 student+ workers in seven different positions
- Created and implemented a student supervisor and peer mentor model to streamline operations, increase leadership capacity, and professionalize student employees
- Facilitated biannual in-person training and developed asynchronous training modules to enhance onboarding and exceed CRLA certification standards
- Coordinated learning support services between academic departments and dean’s offices using data-driven decision-making
- Managed Student Success Network (Starfish) records, access, and permissions for all Office of Learning Resources functions, including Tutoring, Writing Center, Supplemental Instruction, and Accessibility Services; coordinated troubleshooting across departments and with third-party vendors
- Maintained College Reading & Learning Association (CRLA) certification and International Center for Supplemental Instruction accreditation

- Collaborated with Advising and Student Success teams to strengthen academic progress reporting and support students on academic probation
- Nominated by a student employee for Supervisor of the Year (2024)

Selected Projects:

- UDI 055: Becoming a Mindful Learner (Academic Probation Support Course) – Hired, coordinated, and evaluated 5-10 adjunct faculty per semester; taught one section per semester; led curriculum development, revision, and assessment on a semi-annual basis (2022-2025)
- ALEKS Math Placement Initiative (Fall 2023–Fall 2025) – Partnered with the Mathematics Department to implement a new placement instrument; coordinated interdepartmental and vendor communication and provided technical assistance to students
- Academic Coaching Program Oversight (Fall 2022–Spring 2024) – Supervised coaching services for undergraduate and graduate students; supported 3 full-time staff members and hired, trained, and evaluated 4 graduate student workers

Writing Center Director/ Resource Manager, Wilmington College: 2020- 2022

- Trained, hired, evaluated, and supervised a diverse team of 40+ student workers—including tutors, Supplemental Instruction Leaders, office assistants, and writing consultants—fostering professional growth and maintaining service quality during the challenges of the COVID-19 pandemic
- Transitioned to the first electronic scheduling system, improving data accuracy, efficiency, and accessibility
- Expanded tutoring and support services into new courses, including Liberal Arts Math and Human Development Theory, broadening academic reach and student support options
- Increased student-employee wages through advocacy and successfully wrote a proposal to implement CRLA training, enhancing professional development and certification opportunities for tutoring staff
- Created, operated, and promoted a campus food pantry, successfully raising \$12,000 in its first year to support food-insecure students
- Coordinated testing accommodations for 100+ students each semester in partnership with the Office of Accessibility & Disability Services, adapting quickly to evolving accessibility needs and compliance standards amid remote and hybrid learning environments
- Managed the proctoring of 250+ exams per semester, ensuring a secure, fair, and supportive testing environment

Administrative Assistant, Fine Arts, Umpqua Community College, 2015-2016

- Provided comprehensive administrative support to visual/studio art, music, and theater departments, ensuring smooth daily operations and effective communication
- Managed budgets, tracked expenses, and processed reimbursements for three departments, ensuring accurate financial records and compliance with institutional policies

- Facilitated event planning and ticketing logistics for concerts, theatrical performances, and exhibitions, enhancing audience experience and attendance
- Maintained and monitored guest logs for the art studio
- Coordinated academic and administrative needs with the dean's office to support faculty and program initiatives

SERVICE, CAMPUS/COMMUNITY ENGAGEMENT

- Volunteer, Investigator/Advisor Resolution Process Pool, Office of Equity & Compliance. University of Dayton. 2023-2025.
- Member, Academic Intervention & Response Team. University of Dayton. 2022- 2025.
- Member, ALEKS Math Placement Implementation. University of Dayton. 2023- 2025.
- Member, LTC Safety Committee. University of Dayton. 2022- 2025.
- Member, LTC Social Events Committee. University of Dayton. 2022- 2025.
- Member, Rhetorical Society of the Black Swamp. Bowling Green State U., 2021- 2024
- Project Manager, Quaker Cupboard. Wilmington College, 2020- 2022.
- Technical Editor, TRiO Grant, Coconino Community College. 2020.
- Vice President, Graduate English Organization, Northern Arizona University, 2019-2020.
- Member, Student Advocates for Gender Equality, Eastern Oregon University, 2017-2018
- Drama Club Adviser, Department of Fine Arts, Umpqua Community College, 2015-2016

PUBLICATIONS

- Stammen, H. (2026). "The best of both worlds": Ongoing considerations for hybrid basic writing instruction. In L. Gray-Rosendale, B. Gleason, & A. Horning (Eds.), *Basic writing in the twenty-first century*. Peter Lang.
- Gray-Rosendale, L., & Stammen, H. (2020). Using Blackboard Collaborate Ultra with basic writers and in a graduate course on teaching basic writing. *Journal of Basic Writing*, 39(1), 66–91.
- Stammen, H. (2018). When life gives Beyoncé lemons, she gave the world Lemonade: A feminist rhetorical criticism of Beyoncé's Lemonade. *Eastern Oregon Social Science Journal*, 2(1), 32–50.

PRESENTATIONS

Refereed:

- Fostering hope, leadership, and mentorship in peer learning facilitator roles (with Dr. Alison Witte and Christina Klimo). *University of Dayton Teaching and Learning Forum*, January 2023.
- Investing in student resources: Examining academic support for basic writers in first-year composition. *College Composition and Communication Conference*, Spokane, WA, April 2020 (paper accepted; conference cancelled due to COVID-19).

- Media and scholars as hosts for the manifestos of school shooters: Reconsidering hospitality and violent writings. *Rhetoric Society of America 19th Biennial Conference*, Portland, OR, May 2020 (paper accepted; conference cancelled due to COVID-19).

Non-Refereed:

- Coming over: Considerations for accessibility in the writing classroom and writing center roundtable (with Dr. Olivia Zolziak). *21st Century Englishes Conference*, virtual, November 2021.
- “Because I’m a woman”: Feminism, resistance, and country music. *Southwest Popular and American Culture Association Conference*, virtual, February 2021.
- Reconsidering nostalgic appeals: How corporations target millennial anxieties (with Bryce Riley, Maeve Dooley, and Stephanie Renee). *Southwest Popular and American Culture Association Conference*, Albuquerque, NM, February 2020.
- Transitioning university writing centers into the digital age: Roundtable. *Southwest Popular and American Culture Association Conference*, Albuquerque, NM, February 2020.
- Teaching basic writers: Literacy narratives, audience, and contemplative practices. *Western States Rhetoric and Literacy Conference*, Montana State University, Bozeman, MT, October 2019.
- Seeking truth: Looking to primary texts to understand motive for rampage school shootings. *PEAKS Interdisciplinary Conference*, Northern Arizona University, Flagstaff, AZ, March 2019.
- A single story: Strategies to combat identity erasure in first-year composition (with Raney Clark). *Arizona State University Composition Conference*, Tempe, AZ, February 2019.
- “Manifestos as a form of discourse: Rhetorical analysis of Christopher Harper-Mercer’s ‘My story.’” Keynote address, *Eastern Oregon University Spring Symposium*, La Grande, OR, May 2018.

Invited Guest Lectures:

- “Respect for all persons through universal design and accessible pedagogy” (with Bonnie Erwin). *Faculty Voices*, Wilmington College, 2021.
- “Plain language and community writing.” *Global Leadership Seminar*, Wilmington College, April 2021.
- “Women in country music: Considerations for music criticism.” *Music in Society* guest lecture, Wilmington College, March 2021.
- “Graduate teaching assistant orientation: Introduction to University Writing Commons and Interdisciplinary Writing Program.” Northern Arizona University, Flagstaff, AZ, August 2019.

PROFESSIONAL DEVELOPMENT

Accessibility, Inclusion, and Student Wellbeing

- Student Accessibility and Inclusive Learning Services (SAILS): Introduction to Kurzweil (Assistive Technology), February 2026.
- “Neurodivergence and Belonging: Supporting and Accommodating Students Who Are Autistic,” University of Dayton Office of Diversity & Inclusion, February 2025.
- Gender Identity and Equity: Understanding Policies, Challenges, and Response Strategies, University of Dayton Office of Diversity & Inclusion, February 2025.
- Good Recruiting Is Diverse Recruiting, University of Dayton Office of Diversity & Inclusion, September 2024.
- Community Norms: Building a Foundation to Engage in Difficult Conversations, University of Dayton Office of Diversity & Inclusion, November 2022.
- Navigating Hot Moments in the Classroom: Building Skills for Classroom Management, University of Dayton Office of Diversity & Inclusion, October 2022.

Leadership, Supervision, and Organizational Health

- Resilient Leadership based on Dr. Brené Brown’s Dare To Lead™, University of Dayton Center for Leadership, March 2025.
- Change at the First Level, University of Dayton Center for Leadership, February 2025.
- Big Rocks of Life: Reaching Your Goals as a Woman in Leadership, University of Dayton Center for Leadership, October 2024.
- Beating Burnout in Teams, University of Dayton Center for Leadership, October 2024.
- Going from Peer to Supervisor, University of Dayton Center for Leadership, June 2024.
- Having Difficult Conversations, University of Dayton Center for Leadership, June 2024.
- Love ‘Em or Lose ‘Em: Retaining & Engaging Your Critical Talent, University of Dayton Center for Leadership, May 2024.

Mental Health and Crisis Response

- Safety Coordinator Training, University of Dayton, 2023–2025.
- Mental Health First Aid Certification, National Council for Wellbeing 2023–2025
- Certified Suicide Prevention Gatekeeper, The Ohio State University Suicide Prevention REACH Training, Spring 2023.
- Recovery Is Spoken Here (RISH), Center for Alcohol and Other Drugs Resources & Education, Fall 2024.

Teaching Writing

- Effective Writing Instruction Certificate, Interdisciplinary Writing Program, Northern Arizona University.
- Future of Learning Community Fest 2026, Arizona State University, February 2026.