

Sauk Valley Community College
April 21, 2025

Action Item 6.5

Topic: Faculty Appointment – English and Language Arts

College Health Metric: Academics – The College provides quality, contemporary, and relevant educational opportunities to the community

Presented By: Drs. David Hellmich and Jon Mandrell

Presentation:

The administration has been in the process of hiring an English and Language Arts Faculty. The position was advertised online, on Sauk Valley Community College's website, *Chronicle of Higher Education*, and *HigherEdJobs.com*. The College received forty-one applicants. Seven candidates were invited for an on-campus interview. A committee was composed of Tom Irish, Sarah McFarlane, and Ruth Montino. Dr. Patrice Hess, Dean of Transfer Programs and Academic Support Services, served as Chair.

Academic Background: Jennifer Talbot has received her PhD in English from Purdue University and her Master's in English from Southern Illinois University Carbondale. She received her Bachelor's in English from Illinois State University.

Professional Background: Jennifer has been employed by Northwest Missouri State University for two years as an instructor. She was also employed by the University of Central Arkansas where she was an Assistant Professor in Writing, Rhetoric, and Information Design for six years. Jennifer is an Associate Professor at the University of Central Arkansas and has been there since 2018.

Recommendation:

The administration recommends the Board approve the appointment of Jennifer Talbot as a Professor II of English beginning August 8, 2025 at an annual base salary of \$82,327.35.

Jen Talbot, PhD

English Department
Sauk Valley Community College
173 IL Rt 2
Dixon, IL 61021

Dear Members of the Search Committee,

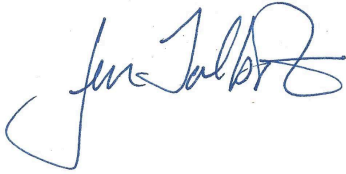
Please accept my application for the English/Language Arts Faculty position advertised on *Higher Ed Jobs*. I currently serve as an Associate Professor of Writing, Rhetoric, and Information Design at the University of Central Arkansas, teaching in both the major and in the first-year writing program. Though my current appointment is at a four-year institution, my professional experience and personal values are aligned with the community college mission, and I am eager to transition into work at a two-year institution. I hope you will agree that my background in writing pedagogy and my extensive experience working with first-year students have positioned me to excel at Sauk Valley Community College.

As a first-generation college graduate who returned to graduate school as a single parent, I became an educator in order to demystify higher education for students who, like me, have taken a nontraditional educational path or who have faced barriers to access. My current institution initially appealed to me because it is a regional institution that serves a large number of first-generation and Pell-eligible students. As such, UCA takes seriously its role as a catalyst for social mobility and a driver of workforce development and the local economy. Upon earning tenure in 2018, I felt compelled to redirect my energy to enacting my scholarship--primarily focused on material rhetorics, praxis, the need for systemic support for inclusive pedagogical practices--within the institution and in my own classrooms.

In my first-year writing courses, including developmental writing, this endeavor has included leveraging the process orientation of writing pedagogy to include explicit acknowledgement of and support for the affective and behavioral components of learning. To this end, I incorporate elements of labor-based contract grading and robust formative assessment, along with student success practices such as coaching in executive functioning skills. Ultimately, being attentive to all of these elements is an acknowledgment that students don't learn solely and directly from me, but rather from the entirety of the course experience -- from the projects they complete, from each other, from the people and technologies they interact with, and from the supporting materials they seek out. I strongly value the idea of teaching the whole student, and I believe the best way to take that value seriously is to create a richly textured and flexible learning environment that extends beyond the classroom, and to give them space to solve the problems presented by that environment.

On a personal note, as a native of west central Illinois, I would love to bring home the skills I have developed in over twenty years of teaching first-year writing to help the students of Sauk Valley Community College achieve their educational and professional goals. Please contact me at [REDACTED] to arrange an interview or request further materials. I appreciate your consideration!

Sincerely,

A handwritten signature in blue ink, reading "Jen Talbot". The signature is fluid and cursive, with a large initial "J" and a stylized "T".

Jen Talbot, PhD

Jen Talbot, PhD

Academic Appointments

Associate Professor, Writing, Rhetoric, and Information Design
University of Central Arkansas, 2018-present

Assistant Professor, Writing, Rhetoric, and Information Design (formerly Writing)
University of Central Arkansas, 2012-2018

Instructor, Northwest Missouri State University, 2005-2007

Education

PhD, English: Rhetoric and Composition, Purdue University, 2012

MA, English: Rhetoric and Composition, Southern Illinois University Carbondale, 2003

BA, English, Illinois State University, 1997

Teaching Experience

Developmental Writing

- Northwest Missouri State University (ENGL 110)

Composition I

- University of Central Arkansas (WRTG 1310)
- Purdue University (ENGL 106)
- Northwest Missouri State University (ENGL 111)
- Southern Illinois University Carbondale (ENGL 101)

Composition II

- University of Central Arkansas (WRTG 1320)
- Northwest Missouri State University (ENGL 111)
- Southern Illinois University Carbondale (ENGL 102)

Upper-Division Undergraduate (University of Central Arkansas)

- WRID 2325: Introduction to Rhetoric
- WRID 3305: Writing as Information Design
- WRID 3307: Introduction to Editing
- WRID 3310: Technical Writing
- WRID 3390: Discourse Analysis
- WRID 4306: Information Design III, Clients and Project Management
- WRID 4381: Special Topics, Feminist Rhetorics

Graduate (University of Central Arkansas)

- WRID 5330: Composition Theory and Pedagogy
- LEAD 8136: Contemporary Issues in Leadership, Academic and Scholarly Writing

Service

Selected Committees

- Core Curriculum Council, 2021-present
- Core Curriculum Council, Assessment Subcommittee, 2021-present
- Scorer, Core Assessment, Written Communication, 2023 and 2020

- Scorer, Core Assessment, Responsible Living, Ethics, 2021
- Student Success and Retention Council, 2019-2021
- Undergraduate Council, 2016-19
- First-Year Writing Committee, 2022-present
- Chair, Curriculum Committee, 2017-19 and 2022-present

Selected Professional Development Created and Led

- Leveraging Writing as a High-Impact Practice
- Managing the Process of Providing Quality Feedback
- ChatGPT Across the Curriculum: How Can We Respond Constructively?
- Style & Clarity in Technical and Workplace Writing
- Beyond the Persuasive Essay: Tips for Teaching Discipline-Specific Writing
- Teaching Writing to First-Year Students

Scholarship

Selected Publications and Conference Presentations

"Pedagogy and the Hermeneutic Dance: Theorizing Embodied Subjects in the Classroom." In Patricia Portonova, Michael Rifenburg, and Duane Roen (Eds.), *Contemporary Perspectives in Cognition and Writing*. Fort Collins, Colorado: WAC Clearinghouse. 2017.

WAC/WID in the Uncanny Valley: Faculty Perspectives on AI Tools in the Classroom and Beyond. *Conference on College Composition and Communication*, Spokane, WA, 2024.

"Teaching Writing in the Uncanny Valley: Place and Body as Response to AI Tools in the Classroom." *Southern Regional Composition Conference*, Little Rock, AR, 2023.

"Neoliberalism, Retention Programs, and "Social Justice": Investigating Commonplace Notions of Higher Education and Social Mobility," (Engaged Learning Experience), with Cristine Busser, *Conference on College Composition and Communication*, Online. 2021.

"We See Your "Faculty-Driven" Solutions and Raise You Our High-Impact Practice: A Writing Program's Challenge to External Retention Organizations," *Council of Writing Program Administrators Conference*, Baltimore, MD, 2019.

"Help Me Out or Leave Me Alone: Emotional Agency in the First-Year Writing Classroom," with Carey Smitherman Clark, *Southern Regional Composition Conference*, Jonesboro, AR. 2017.

"Truth, Cunning, and Power: Facilitating Change in the Writing Classroom," *Rhetoric Society of America Conference*, Atlanta, GA, 2016.

"Intersectionality and Iterative Performance in the Postprocess Writing Classroom," *Southern Regional Composition Conference*, Little Rock, AR, 2016.

"Collaboration as Techne Available to the Writing Program Administrator", *Council of Writing Program Administrators Conference*, Boise, ID, 2015.