



Lecturer &  
Writing Program Director  
Bush School of  
Government &  
Public Service

# Cindy Raisor

c-raisor@tamu.edu | 979.862.8835  
1027 Allen Building | TAMU | College Station, TX | 77843

## PROFESSIONAL PROFILE

Having taught college-level writing courses for over 35 years and directing the writing program at the Bush School for the past 7 years, I have extensive experience in writing instruction, program and curriculum development, assessment, teacher training, instructional technologies, and educational research. I am committed to investigating and applying how new, effective pedagogies can be used to help students foster lifelong learning, to sharpen critical-thinking and writing skills, and to adapt to ever-changing, diverse workplace environments. Please visit my [extended CV](#) to learn more about me.

## EDUCATION

MA | English-1986  
Texas A&M University | College Station, TX  
*Emphasis in rhetoric, composition, & linguistics*

BS | Secondary Education-1984  
Texas A&M University | College Station, TX  
*Emphasis in writing curriculum design & instruction*

## TAMU WORK HISTORY

Lecturer | Bush School of Government & Public Service |  
August 2014-present | Direct graduate-level writing  
program

Lecturer | Department of Chemical Engineering | August  
2010-2014 | Taught CHEN 301: Engineering Workplace  
Writing

Lecturer | Department of English | September 1986 -  
August 2010 | Taught English 301: Technical Writing

Program Director | Office of Honors Programs | January  
2005 - August 2008 | Directed Honors Research Fellows  
Program

Lecturer | Department of Physics | August 2003 - December  
2004 | Coordinated writing program and taught physics  
students

## PROFESSIONAL DEVELOPMENT, ACTIVITIES, & SERVICE +3 years

Bush School Assessment Liaison | Center for Teaching  
Excellence Faculty Advisory Board | Aggie Sisters for Christ  
Faculty Advisor | Transformational Teaching & Learning  
Steering Committee and Conference Participant | Certified

## EXPERIENCE

### Teaching & Curriculum Design

- Taught college-level technical and professional writing in regular and computer classrooms as well as in web-delivered, flipped formats, and hyflex formats. Taught undergraduate and graduate students and led first-year seminars.
- Assisted faculty from various academic disciplines to develop their curricula, writing assignments, instructional materials, and rubrics. Clients included the Department of Ecosystem Science & Management, the Master of Land & Property Development, Brigham Young University, the TAMU Qatar campus, the Higher Colleges of Technology—Fujairah in the United Arab Emirates, and the Bush School Internship Program.
- Designed writing courses, trained faculty, supervised graduate assistants, and taught courses to students in several departments, including Physics (approx. 250/semester), Chemical Engineering (100/semester), Honors Programs (50/year), the Bush School (35/semester), and CIRTL (the Center for Integration of Research Teaching and Learning) online to STEM postdocs.

### Program Management & Instructional Support

- Coordinated all writing program functions for graduate students at the Bush School with the goal of improving students' writing skills as they prepare for careers in public service Support includes creating print and online resources, including the [Bush School Writing website](#), holding individual consultations (approx. 200/year), and leading workshops (approx. 30/year); recruiting prospective students during interview weekends

VALUE Institute Scorer for Critical Thinking and Written Communication Rubrics | Aggies Celebrate Teaching! Award Review Committee

## SELECTED REFEREED PRESENTATIONS

Raisor C. (2021). "Demystifying ePortfolio Development through a Competency Map and a Mentor Text." 2021 Association of American Colleges & Universities Virtual Annual Meeting-ePortfolio Forum. 22 January 2021.

Raisor C. and Hamie, S. (2019). "Transformational Learning through High-Impact Experiences: It's not just for students." 2019 Transformational Teaching and Learning Conference. 1 May.

Raisor, C. (2016). "Discover, Develop, Document, and Deploy: Creating an Effective ePortfolio Context for Graduate Programs." 2016 Western Regional Conference of The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). Texas Christian University. Fort Worth. Texas, 1 March.

Raisor, C. and Bullock, J. (2016). "Aligning Graduate-Level Assessment, Teaching, Student Learning, and Professional Development through the ePortfolio." 7th Annual ePortfolio Forum-Association of American Colleges & Universities. Washington, D.C. 23 January.

Raisor, C. and Fowler, D. (2013). "Flipping with Folios." Association of American Colleges & Universities Annual Meeting. Atlanta, Georgia. 25 January.

Fowler, D., Booth, J., and Raisor, C. (2012). "Using E-portfolio to Integrate Comprehensive Master's-Level Student Learning Outcomes." Professional Organizational and Development Network Conference. Seattle, WA, 27 October.

## PUBLICATIONS

Cherrstrom, C., Raisor, C.; & Fowler, D. (2015). "Chemical Engineering Student Perceptions of Learning from ePortfolio Creation." *Chemical Engineering Education*. 49 (3): 157-166.

McWhorter, R., Dellelo, J., Raisor, C., Roberts, P., and Fowler, D. (2013). "A Cross-Case Analysis of the Use of Web-Based ePortfolios in Higher Education." *Journal of Information Technology Education: Innovations in Practice*, v. 12.

Raisor, C. and McWhorter, R. (2013). "Teaching Technical Communication through Virtual World Technology." *Virtual Worlds in Online and Distance Education*. S. Gregory, M. Lee, B. Dalgarno, B. Tynan (Eds.), Athabasca University Press.

and training new students during orientation on graduate-level writing; instructing participants in the Scowcroft Institute Army Fellowship Program; overseeing the Bush School Medal of Excellence, including delivering workshops, conducting individual consultations about students' written work, tracking participation, assessing each ePortfolio for writing quality and approval for award recognition; and supervising assistants who help lead workshops, prepare materials, oversee resources, and consult with students.

- Supervised students completing their senior honors theses as part of the University Honors Fellows Program, including organizing symposium presentations; providing thesis writing instruction; serving as point-of-contact for students and advisors; evaluating progress and completion of theses according to department standards and for publication at the Digital Repository at Texas A&M.

## Facilitating & Assessing High-Impact Learning

- Facilitated the program-level assessment plans for the Public Service & Administration and International Affairs departments at the Bush School. Support included identifying measures for evaluating student learning outcomes, gathering data, defining benchmarks for achieving learning outcomes, developing action plans for improving student learning, and preparing the assessment report for institutional review and accreditation.
- Created multiple resources and conducted workshops for supporting faculty in implementing and assessing high-impact practices as directed by the TAMU Quality Enhancement Plan. Support included creating activities and materials that can be used to reinforce learning acquired through capstones, field trips, and internships and used for program-level and institutional assessment.
- Created ePortfolio templates that align program-level learning goals and employment competencies with evidence of student learning (e.g., reflections and artifacts that demonstrate learning outcomes). Clients included BYU and TAMU programs: Ecosystem Science & Management, Master of Land & Property Development (MLPD), Chemical Engineering, and Honors Programs.