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## Suchismita Dutta

The Department of English and Writing  
Plan Hall 311-C  
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Tampa 33606  
USA

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### Academic Positions

- Assistant Teaching Professor of English and Writing, University of Tampa, 2023- 2025
- Assistant Director and Marion L. Brittain Postdoctoral Fellow, Writing & Communication Program, Georgia Tech, 2021—2023
- Composition Program Fellow, University of Miami, 2019-2021
- Graduate Teaching and Research Assistant, University of Miami, 2015-2021
- Lecturer (part-time), English Composition Program, University of Miami, 2018—2019
- Adjunct Teaching Faculty, Department of English & Communication, Miami Dade College, 2018—2019

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### Education

- University of Miami, Coral Gables, 2021
  - PhD in English
  - [Graduate Certificate in Digital Humanities](#)
  - Dissertation: *Transcultural Mobilities and Narratives of School Space in Contemporary U.S. Immigrant Literature*  
Committee: Dr. Donette Francis (Chair), Dr. John Funchion, Dr. Lindsay Thomas, Dr. Roopika Risam (Dartmouth College, External)
- University of Miami, Coral Gables, 2017
  - MA in English, *Award of Academic Merit*
- University of Delhi, New Delhi, India, 2014
  - MA in English, *First Class*
- Loreto College, University of Calcutta, Kolkata, India, 2011
  - BA in English (Honors), Journalism and Film Studies (Minor)

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### Professional Experience

- Assistant Director, The Writing & Communication Program (WCP), Georgia Tech, 2022-2023
  - Co-advisor on curriculum development, policy, and programmatic assessment
  - Oversee career development resources for postdoctoral fellows
  - New postdoc hiring and orientation

- Supervise WCP interns and their projects
- Evaluate transfer credit requests for writing & communication courses
- Co-PI, the *Inclusive Teaching Toolkit* Project, Georgia Tech, Summer 2022-2023
  - Funded by the GT DILAC grant (\$5,000)
  - A digital archive of short interviews of faculty members at Georgia Tech discussing their inclusive teaching methodologies and a comprehensive bibliography of reading materials that can be used in diverse courses.
  - Advise two undergraduate Project Assistants on making stylistic and technological decisions.
- [Faculty Partner](#) and Co-Investigator, Public Interest Technology for First-Year Engineers Project, Serve-Learn- Sustain, Georgia Tech, 2021—2023
  - A multidisciplinary project (funded by the GT-AMP grant of \$90,000) that aims to use Public Interest Technology (PIT) in interdisciplinary undergraduate writing courses to expand access to underrepresented and financially vulnerable students in tech-related fields.
  - Collaborate with Serve-Learn-Sustain (SLS) to develop curriculum following the UDL framework
  - Liaise with a local community partner, the Grove Park Foundation to create short-term educational and professional opportunities for GaTech undergrads
- [Faculty Leadership Apprenticeship Fellow](#), Vice Provost Office, Georgia Tech, Dec 2021- May 2022
  - Selected as one of three faculty members across the university by the Vice Provost Office to work on high-impact Institute Strategic Plan initiatives led by the Vice Provost of Graduate Education and Faculty Development
  - Mentored by the Director of the Center for Teaching and Learning (CTL)
  - Co-facilitate, Anti-racist Faculty Reading Group, Spring 2022
  - Awarded funding for archival research on antiracist education conducted at UTARMS, the University of Toronto, St. George Campus, summer 2022.
  - Member of two hiring committees (Learning Technology Specialist & Assistant Director for Learning and Technology Initiatives) at the Center for Teaching and Learning (CTL)
- DH Research Assistant, [The WhatEveryISays Project](#) , University of Miami, Fall 2019- Fall 2020
  - A Digital Humanities Project funded by a \$1.1 million grant from the Andrew W. Mellon Foundation that studies popular media discourses about the humanities using large data sets
  - Member of the Human Subjects Research team that collected tens of thousands of online articles from newspapers, magazines, and blogs to form a corpus of public texts about the humanities
  - Used a variety of statistical methods to study the way racial, ethnic, gender, first-generation student and other groups are positioned by the media in relation to the humanities. Sample reports of our findings can be [found here](#).
- Composition Program Fellow, Writing Studies Program, University of Miami, 2019-2022
  - Supervised all English PhD/MFA TAs on classroom management policies
  - Organized multiple workshops and seminars centered around effective teaching practices, multimodal writing, syllabi structuring, inclusive teaching, among others
  - WPA assignment included updating content on the department website and Blackboard

- Managing Editor, *Anthurium: A Caribbean Studies Journal* (Ubiquity Press), University of Miami. 2018—2019
  - Responsible for publishing Volume 14, Issue 2
- Assistant Editor, *Anthurium: A Caribbean Studies Journal* (Ubiquity Press), University of Miami, 2017-2018
- Editorial Intern, *Calcutta Times: The Times of India*, India, summer 2013
  - Published several articles and features on youth-trend stories, art, culture, and films in India

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## Publications

### Peer-Reviewed Journals

- “Critiquing Intellectual Freedom in Critical Pedagogy through Jennine Capó Crucet’s *Make Your Home Among Strangers*,” *The Mid-Atlantic Review*, Vol. 33, 2025, *under consideration*.
- “Reciprocal Futures for an Inclusive and Community-Situated 4Cs,” *Spark: A 4C4Equality Journal*, co-authored with Tekobbe, Grant, Wilkes, *under revision & forthcoming* April 2025.
- “The Performance Culture of Mandatory Assimilation in “Yasmin” by Moustafa Bayoumi,” *Impost: A Journal of Creative and Critical Work*, Vol. 18, Fall 2024.
- “Antiracist Practices in Academia: Why the Urgency?,” *Impact: The Journal of the Center for Interdisciplinary Teaching & Learning*, Special Issue-Vol. 11, No. 1, Boston University, Winter 2022.
- “Indelible Race Memories and Subliminal Epigenetics in Octavia Butler’s *Kindred*,” *[Inter]Sections- The American Studies Journal*, Vol. 21, Summer 2019.
- ““The twisted feet, the half blind eyes, are easily forgotten”: The Collision of Trauma and Counter-Trauma in J.M. Coetzee’s *Waiting for the Barbarians*,” *The Quint: An Interdisciplinary Quarterly from the North* 10.1, Fall 2017: 252–265.
- “Man and the Wild: An Ecocritical Reading of Shakespeare’s *The Tempest*,” *Research Journal of English Language and Literature* (RJELAL), Vol. 2, Issue. 3, 2014: 100-103.
- “Exploring Violence and Terror in Tennessee Williams’ Plays: “Summer and Smoke,” “Sweet Bird of Youth,” and “A Streetcar Named Desire,” *Research Scholar: An International Refereed e-Journal of Literary Explorations*, Vol. 2, Issue III, 2014: 437-442.
- “The Prison Called ‘Home’: A Feminist Study of Imtiaz Dharker’s *I Speak for the Devil*,” *International Journal of English Language, Literature and Humanities* (IHELLH), Vol. II, issue. V, 2014: 384-394.

### Open Access Textbook

- Co-Author/Co-Editor, [\*English Composition I & II\*](#), with Melissa Ianetta, Andy Frazee et al. Galileo: Open Learning Materials, edition 2023.

### Reviews

- Christina Sharpe, *In the Wake: On Blackness and Being*, *Undone: A Legacy of Queer (Re)imaginings Graduate Journal*, Brown University, Issue. 1, June 10, 2019.
- Holly George, *Show Town: Theater and Culture in the Pacific Northwest, 1890–1920*, *Texas Theatre Journal*, Volume 14, Jan. 2018: 104–106.

### Peer-Reviewed Blog

- “Pushing the Boundaries of Classroom Pedagogy,” *Serve-Learn-Sustain Reflections*, Georgia Institute of Technology, August 29, 2022.

### Creative Work

- Poetry Chapbook, *Dreaming in Spices*, BookLeaf Publishing, ISBN-13: 9789360940614, April 29, 2024.
- “So much of everything,” *Penumbra Literary Arts Journal*, Spring 2024 print edition, 2024.
- “Homeward Bound”: Poetry and photograph series, *Ramble Magazine*, Issue 4, *World Englishes*, Georgia Institute of Technology, May 15, 2023.
- Contributor, “Teaching, Coping, Living: A Collection of Six-Word Memoirs,” *TECHStyle*, Georgia Institute of Technology, Nov 12, 2021.

### In Progress

- Book manuscript, *Transcultural Mobilities in Narratives of School Space* (tentatively titled).
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## Pedagogical & Institutional Training

### Georgia Tech

- Diversity, Equity & Inclusion (DEI) Training led by [Dr. Tia Jackson](#), Spring 2022
- Digital Pedagogy Seminar (DPED), Fall 2021
- “Understanding Disciplinary Differences: Implications for Teaching Writing” Workshop by Dr. Elizabeth Wardle, March 29, 2023

### University of Miami

- Graduate-level Practicum in Teaching Writing Studies, Fall 2015
- Graduate-level Practicum in Teaching Literary Studies, Spring 2016

### Miami-Dade College

- Introduction to Canvas LMS & Introduction to Blackboard LMS, Center for Institutional and Organizational Learning, Fall & Spring 2018
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## Teaching Experience

### University of Tampa – Writing and Research Courses

- **AWR 201: An Inquiry into Cultural Rhetoric** (Spring 2025/Fall 2024)
  - The theme of this AWR 201 course is the praxis of cultural rhetoric. We explore works of authors that study the practices and customs associated with a specific culture or ethnic enclave. This exploration allows us to fully understand the theory that rhetoric is cultural and situated in historical, technological and situational factors.
- **AWR 201: Border Fictions of America** (Spring 2024)
  - The theme of this AWR 201 course is Border Fictions of America. The assigned texts propose a diverse and geographically expansive view of the border and inter-American studies. Students explore works of authors that address civil rights movements, struggles for land and border-crossing rights, and anti-imperialist forms of nationalism in the United States. This course allows students to untangle the complex meaning of the term “border”

and the way it presents itself in the readings.

## Georgia Tech – Undergraduate Rhetoric and Composition Courses

- **ENGL 1102-Honors: The Rhetoric of Access** (Spring/Summer 2023)
  - This course is a part of the PIT (Public Interest Technology for first-year engineers) Project is funded by a [GT “AMP” \(Amplify Momentum Project\) grant](#)—one of seven recipients across the Institute—and it connects first-year engineers to community-based experiential learning themed around technology for the public good.
  - This course is placed at the intersections of writing and communication studies, theories of sustainability, and environmental justice. By analyzing texts like *The Googlization of Everything* by Siva Vaidhyanathan, “The Prisoner” by Brandon Massey, “Snowbound” by Tananarive Due and articles from *The Atlanta Journal Constitution* you will assess the rhetoric of access and accessibility through various contexts.
- **ENGL 1102-Honors: Writing Sustainability/ Writing Sustainably** (Summer/Fall 2022)
  - This course is a part of the PIT (Public Interest Technology for first-year engineers) Project is funded by a [GT “AMP” \(Amplify Momentum Project\) grant](#). Standing at the cusp of post-covid recovery, a climate crisis, and soaring inflation, rethinking sustainable development has become the need of the hour. A non-profit organization and our community partner, the Grove Park Foundation in Atlanta has joined faculty members at GaTech to allow students to closely understand initiatives such as Mixed Income Housing communities, Cradle-to-College Education, and community health and wellness programs. In this course we will investigate some broad questions like: How can our racialized history and present guide future planning towards equitable decision-making? What does sustainability mean in this age of gentrification, technological advancement, and fast fashion? How can you apply the concept of sustainability to education, affordable and equitable housing, and food security?
- **ENGL 1102: Archiving Atlanta: Race, Technology, Nostalgia, and a Zombie Apocalypse** (Spring 2022)
  - From being famous for housing the busiest airport in the world to being known as the birthplace of Martin Luther King Jr. to boldly owning its Dirty South hip-hop culture to being the focal point of a zombie apocalypse in *The Walking Dead*, Atlanta is a city with many faces. In this course, we will take Georgia Tech’s WOVEN (Written, Oral, Visual, Electronic, and Nonverbal) approach to explore the past, present, and future of Atlanta. We will investigate some broad questions like: How has this city grown through its history of racial tension and trauma? How has technology transformed Atlanta into the new shining Silicon Valley? How did popular culture end up placing Atlanta as the center of a zombie apocalypse? Multimodal texts include *Atlanta Noir* by Tayari Jones, The Georgia Tech Living History archives, *The Atlanta Journal Constitution* among others.
- **ENGL 1101: Clicktivism and the Culture of Social Media Resistance** (Fall 2021)
  - Also known as slacktivism, clicktivism or using digital media for facilitating activism often has a bad reputation for being useless and not capable of being compared to physical mass protests. Recent events have shown that clicktivism can not only prove effective in terms of community organizing but it can also reach a global audience. In this course you will be investigating questions like, is social media a suitable platform for voicing trauma and

violence in our current sociopolitical moment? Should this information be regulated? What role does clicktivism play in our digital media ecosystem today?

## University of Miami

### Graduate Course

- **ENG 490/GSS 350: Black Diaspora Literature and Visual Culture(s) (Spring 2019)**
  - Given the increasing focus and debate on immigration and its impacts on North America, the need to understand the integral nature of immigrant communities and their contributions to what we don't understand and refer to as America and American culture is more important now than it has ever been. This course focuses on the waves of migration during key historical watershed moments: World War II, the Civil Rights (in the U.S.) and post-independence (in the Caribbean region) movements, globalization and its aftermaths entering the 21<sup>st</sup> century.

### Undergraduate Rhetoric and Composition Courses

- **ENG 105: Conceptualizing Discourse Communities (Spring 2021)**
  - Given the times we are living in acknowledging and developing an intimacy with our discourse communities has become even more important. After all, finding solace and solidarity within our own discourse community during a pandemic and economic crisis is calming. In this course, using John Swale's concept of the discourse community, we will investigate academic and non-academic discourse communities that we are a part of. Through our research and writing we will document the various literacy practices, rhetoric, modes of communication, and participatory mechanisms of different discourse communities.
- **ENG 105: Writing Across Race, Gender, and Community (Fall 2020)**
  - Coming back to the university in the middle of a global pandemic surrounded by an atmosphere rife with police brutality and systemic racism can be challenging. This course studies texts by Frantz Fanon, Garnette Cadogan, Arturo Madrid, Almas Sayeed, John Swales and the film *The Help* to examine the role that race, gender and our community plays in shaping our identity.
- **ENG 106: Women Writing Women: U.S. Immigrant Literature (Fall 2019)**
  - The women characters in the texts of Paule Marshall, Edwidge Danticat, Jamaica Kincaid take the center stage as strong mothers, daughters and individuals offering an intimate glimpse into their journey of coping with migration to the United States.
- **ENG 106: Immigration and Identity Formation in the Caribbean (Spring 2019)**
  - This course explores the history of the Caribbean through issues of race, socio-economics, gender, and migration. Texts by Edwidge Danticat, V.S. Naipaul, Jamaica Kincaid, Olive Senior among others and the Lowe Art Museum archives. Link: <https://eng106um.weebly.com/>
- **ENG 105: Identity and Multiculturalism (Fall 2016 & 2018)**
  - First-year composition seminar that serves as an introduction to the kind of writing, reading, and thinking that take place at a university. Texts by Clifford Geertz, Julia Alvarez, Susan Bordo, Gloria Anzaldúa, and the UM Kislak Center archives. Students complete an oral presentation and a substantial research paper.



- **ENG 106: The Idea of ‘I’: Writing Across Curriculum (Fall 2017, Spring 2018)**
  - This course involves a range of learning activities including the examination of texts, images and one's own self as well as the tasks of essay writing, collaborating, documenting and critically thinking on a more regular basis.

### **Miami Dade College – Undergraduate Composition Course**

- **ENC 1101/4790: Writing the American Dream and Decolonizing the Curriculum (Fall & Spring 2018)**
  - This course focuses on critical thinking, close reading and writing using texts by Zora Neale Hurston, Ralph Ellison, Amy Tan, and exhibits at the Freedom Tower Museum, MDC. Students are also expected to produce multimodal projects by maximizing archival resources on campus.

### **Additional Teaching Experience**

- Writing Tutor, Schwartz Center for Athletic Excellence, University of Miami, 2018- Aug 2021
- Writing Tutor, Writing Center, University of Miami, 2015—2016, 2018-2019
- Tutor, The Reading and Writing Center, Miami Dade College, Wolfson Campus, 2017-2019
- Assistant Teacher of English, South Point School, Kolkata, India, 2013—2015
  - Instructed 2<sup>nd</sup> and 3<sup>rd</sup> graders from culturally diverse backgrounds and assessed their development. Lessons included English poetry, prose, reading fluency, writing efficiency.

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### **Fellowships, Awards and Grants**

- [CCCC](#) Scholars for the Dream Travel Award 2025, \$1,000
- The Undergraduate Research & Inquiry (URI) Grant 2024-2025 with Research Assistant, Elizabeth Letts, University of Tampa (\$4,000)
- Faculty Travel Award 2024-2025, University of Tampa (\$3,125)
- Faculty Summer Research Grant, School of Literature, Media, and Communication, Georgia Tech, summer 2023 (\$2,500)
- Project Manager, [Affordable Learning Georgia Transformation Grant](#) 2022-2023 recipient. Aim: *To decrease undergraduate students' cost of first-year writing courses by providing open-access materials that will replace the current textbook option*, (\$23,706)
- DILAC Grant recipient to fund the *Inclusive Teaching Toolkit* Project, Georgia Tech, summer 2022 (\$5,000)
- Thank a Teacher Program Award (for excellence in teaching), Georgia Tech, Fall 2021
- [Faculty Leadership Apprenticeship Award](#), Georgia Tech, 2021 (\$5,000)
- [Impact Fellowship, Georgia Tech](#), 2021-2022 (\$2,000)
  - Named one of the first Impact Fellows by the Impact Community at the Institute of Diversity, Equity, and Inclusion, Georgia Tech
- Emerging Scholar 2021, [The Emerging Scholars Symposium](#), College of General Studies, Boston University, 2021 (\$1,500)
  - Selected as one of three emerging minority scholars in a U.S. nationwide search for incorporating diverse texts in the General Education curriculum
- [Outstanding Graduate Teaching Assistant Award](#), University of Miami, 2021

- Digital Humanities Graduate Student Grant, University of Miami, Spring 2021 (\$1,400)
  - Submitted with Rahul Kumar Dass (UM, Computer Science) to fund [\*A to Z of Multimodal Pedagogy\*](#) project
- DHSI Tuition Scholarship, Digital Humanities Summer Institute, University of Victoria, Canada, 2019 (\$1,000)
- HASTAC Scholars Digital Humanities Fellowship, University of Miami, 2019—2021
- Composition Program Fellowship, University of Miami, 2019—2021 (*awarded twice*)
- Summer Research Fellowship, Department of English, University of Miami, 2017, 2019&2020 (\$1,500)
- Annual Digital Humanities Graduate Student Fellowship, University of Miami, 2020 (\$1,500)
- UM Short-Term Supplemental Graduate Research Fellowship, University of Miami, Spring 2020
- [\*Academic Excellence Leadership and Service Award\*](#), Graduate Student Association, University of Miami, 2019 (\$2,500)
- [\*CLCS Anthurium Fellowship\*](#), *Anthurium: A Caribbean Studies Journal*, University of Miami, 2017–2018
- The Futures of American Studies Institute, Dartmouth College, 2017
  - Selected participant and presenter
- Max and Peggy Kriloff Graduate Student Travel Scholarship, University of Miami, 2016—2018
- Fellow, International Partnership for Service Learning and Leadership (IPS-L), Loreto College, Kolkata, India, 2008-2009

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## Presentations

### Invited Talks

- “[\*DH Work as Access Work in Research, Teaching, and Service\*](#),” University of Miami, November 30, 2021
- “[\*Writing in STEM: Approach and Accessibility\*](#),” Impact Lunch and Learn Series, Georgia Tech, Nov 8, 2021
- “Overseas Academic Opportunities,” Loreto Empowerment and Development Series, Loreto College, India, 2021
- “Multimodal Approaches to Teaching Diverse Texts,” [\*The Emerging Scholars Symposium\*](#), College of General Studies, Boston University, Feb 26, 2020
- “Graduate Studies in the United States,” Webinar Series, United States-India Educational Foundation (USIEF), Kolkata, India, December 2019 & May 2020
- “English Composition (105/6) Syllabi Workshop,” University of Miami, Oct 29, 2019

### Professional Conferences

- “Remixing Multimodality in WAC Discourses: Conversations in Technology and Community Engagement in the Writing Classroom,” CCCC Annual Convention, April 2025.
- “Investigating the Long-Term Physiological Effects of Trauma on the Brain through Refugee Literature,” 2025 NeMLA, Philadelphia, co-authored with Elizabeth Letts, March 2025.



- “AI in the Classroom: From Concerns to Opportunities,” 2024 Teaching in the Age of AI Conference, University of Florida, co-authored with Rahul Dass, October 25, 2024.
- "The Counterstory of Inclusive Teaching Curriculum in the First-Year Writing Classroom." The 19<sup>th</sup> Annual Conference on the Teaching of Writing, University of Connecticut, Storrs, April 20, 2024.
- “Multidisciplinary Approaches to Further Community Literacies.” Pedagogy, Practice and Philosophy Conference, 2024, University of Florida, Gainesville, February 10, 2024.
- “Towards Hope-Making: Inclusive Teaching Practices in the Post-Covid Classroom.” The 2023 CCCC Annual Convention, Chicago, Illinois, Feb 15-18, 2023.
- “The Condition of Unreturning in Tayeb Salih’s Season of Migration to the North and Chimamanda Ngozi Adichie’s *Americanah*.” MLA Convention, Washington DC, Jan 6–9, 2022.
- “Processing the Non-performativity of Diversity in Chimamanda Ngozi Adichie’s *Americanah*.” SAMLA Convention, Atlanta (virtual), Nov 4–6, 2021 (declined).
- “Collaborative Approaches to Creating Online Learning Communities.” The CCCC Regional Conference, University of Southern California (virtual), December 18–19, 2020.
- “What the Schools Didn’t Do for Me”: The Politics of Arab American Visibility in Najla Said’s Writing.” [Canadian Association for American Studies \(CAAS\)](#) Conference (virtual). October 16, 2020.
- ““Schools in Community Conversations”: Digital Analytics and the Formation of Hybrid Communities.” *DigitalSpaces, Physical Places*: Andrew W. Mellon Graduate Program’s Digital Humanities Symposium, University of Rochester. May 1, 2020.
- “The Importance of Archival Transcription for Genre Building.” The Electronic Textual Cultures Lab ([ETCL](#)). Digital Humanities Summer Institute (DHSI). University of Victoria, BC, Canada. June 3–7, 2019.
- “The Ontology of Half Citizenships in Teju Cole’s *Open City*.” *The Futures of American Studies Institute*. Dartmouth College. Hanover, NH. June 18–24, 2018.
- ““Lost an arm on my last trip home”: Linking Epigenetics with Race Memory and Trauma in Octavia Butler’s *Kindred*.” MELUS, The Society for the Study of Multi-Ethnic Literature of the United States. Las Vegas. May 3–6, 2018.
- “Ways of Reading Angry Transnational Voices: Migrant Bodies and Their Belongings in Shalija Patel’s *Migritude*.” MELUS, The Society for the Study of Multi-Ethnic Literature of the United States in Massachusetts Institute of Technology, Cambridge, MA. April 27–30, 2017.
- "Transforming South Indian Villages into "Mini Dubais": The Repercussions of the Gulf Boom." The 88th South Atlantic Modern Language Association Conference (SAMLA). Jacksonville, FL. November 4, 2016.

### Graduate Student Conferences

- “Colonizing Trauma and Memory in J.M. Coetzee’s *Waiting for the Barbarians*.” Twelfth Annual English Department Graduate Symposium, University of Miami, April 20, 2018.
- “Reimagining Culture through Chutney Soca and Bhojpuri *Vivaaha Geet* in the Caribbean.” 10<sup>th</sup> Annual Graduate Student Colloquium, Purdue University, April 8, 2016.

- “Preserving a Mini India in the Caribbean: Exploring the Role of Women as Pioneers of Indo-Caribbean Music.” 10<sup>th</sup> Annual English Department Graduate Symposium, University of Miami, April 4, 2016.
- "Recycling Culture(s): Poetics and Practices of Sustainability." MLL Annual Graduate Conference, University of Miami, Feb 12, 2016.

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## Service

- Proposal Reviewer, 2026 Conference on College Composition & Communication (4C)
- Committee member, Committee for Decolonizing Writing, Rhetoric, and Communication Curriculum, Pedagogy and Organizational Culture, CCCC, present.
- Editorial Board Member, *The Royal Road: A Journal of Undergraduate Research*, University of Tampa, present
- Chair, The *WOVENText* Committee, Georgia Tech, 2022
- Member, Brittain Fellow Hiring Committee, Georgia Tech, 2022
- Hiring Committee Member, Center for Teaching and Learning (CTL), Georgia Tech, 2022
- Co-facilitator, Impact Fellows DEI Workshop with Dr. Tia Jackson-Truitt, January 2022
- Advisor, *Bhakti Yoga*, Georgia Tech, 2022
- Committee Member and Co-Editor, *TECHStyle*, Georgia Tech, 2021
- Member, *Anthurium Journal* Editorial Collective, 2019—present
- President, English Graduate Organization (EGO), University of Miami, 2018–2020
- Co-founder: [Critical Cultural Studies Research Group \(CCS\)](#), Department of English, University of Miami, 2018
- Facilitator, *English 105/106 Syllabi Workshops*, The Composition Program, University of Miami, 2019.
- Graduate Student Organizer, *Coffee Talk Series for Graduate Teaching Assistants*, The Composition Program, University of Miami. 2018–2019.
- Education USA Graduate Student Panelist, United States India Educational Foundation (USIEF), Kolkata, India Chapter, 2015—present.
- Graduate Student Organizer, 2019 English Graduate Student Symposium, *Poiesis, Pedagogy and Praxis*, University of Miami, 2018.
- Graduate Student Organizer, 37<sup>th</sup> West Indian Literature Conference, *Global Caribbean Studies: “Scapes”*, Miami, 2018
- Graduate Student Senator, University of Miami, 2016—2017
- President, SPICMACAY Society (Society for the Promotion of Indian Classical Music and Culture Amongst Youth) of Loreto College, Kolkata, India, 2010—2011
- Member/Treasurer, Student Council, Loreto College, Kolkata, India, 2009—2011

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## Memberships

- National Council of Teachers of English (NCTE)
- POD Network: Professional and Organizational Development

- Society for Teaching and Learning in Higher Education (STLHE)
  - Modern Language Association (MLA)
  - South Atlantic Modern Language Association (SAML A)
  - The Society for the Study of Multi-Ethnic Literature of the United States (MELUS)
  - The Digital Humanities Interdisciplinary Research Group (DHIRG), University of Miami
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## Languages

- English
  - Bengali
  - Hindi
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## References

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- Andy Frazee, PhD  
Director of Writing and Communication & Senior Academic Professional, Georgia Tech  
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- Ruth C Yow  
Senior Academic Professional, Center for Serve-Learn-Sustain, Georgia Tech  
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- Donette Francis, PhD  
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