

Lizbett Tinoco, Ph.D.

Associate Professor of English
Department of Language, Literature, and Arts
Texas A&M University-San Antonio
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Education

Ph.D. Rhetoric and Composition--May 2018

University of Texas at El Paso | El Paso, TX

Dissertation: *Community College Writing Program Administrators: Implementing Change Through Advocacy*

- 2018 Council of Writing Program Administrators Award for Graduate Writing in WPA Studies

Committee: Dr. Beth Brunk-Chavez (Chair), Dr. Laura Gonzales, Dr. Donna Ekal

M.A. English--June 2011

California State University, Bakersfield | Bakersfield, CA

B.A. English--June 2008

University of California, Los Angeles | Los Angeles, CA

Academic Appointments

Associate Professor of English | September 2024-present

Department of Language, Literature, and Arts

Texas A&M University-San Antonio

Director of Writing Across the Curriculum | July 2023-present

Department of Language, Literature, and Arts

Texas A&M University-San Antonio

Assistant Professor of English | 2018-2024

Department of Language, Literature, and Arts

Texas A&M University-San Antonio

Teaching Appointments

Texas A&M University-San Antonio | August 2018-present

Graduate Courses:

ENGL 5300: Introduction to Graduate Studies in English | Fall 2022, Fall 2023

ENGL 5301: Writing Assessment | Spring 2020
 ENGL 5301: Teaching Writing at the Two-Year College | Spring 2019; Summer 2022
 ENGL 5302: Theory and Practice of Teaching Writing | Fall 2020; Fall 2021
 ENGL 5304: Graduate Portfolio | Fall 2024, Summer 2025
 ENGL 5315: Theory and Methods | Spring 2022; Spring 2023, Spring 2025
 ENGL 5306: Thesis | Fall 2023-present

Undergraduate Courses:

ENGL 4398: Senior Seminar | Spring 2024, Spring 2025
 ENGL 4344: Writing for the Web | Spring 2021 (online)
 ENGL 4342: Rhetoric and Culture | Spring 2024
 ENGL 4342: Major Rhetoricians | Spring 2020; Spring 2022; Spring 2023
 ENGL 4341: Internship | Fall 2019, Fall 2025
 ENGL 4340: Research Methods in Rhetoric and Writing | Fall 2019
 ENGL 4312: Introduction to Composition Studies | Summer 2019; Fall 2020 (online); Fall 2022
 ENGL 3320: Writing in the Humanities | Fall 2018
 ENGL 3317: Grammar and Style | Summer 2020 (online); Spring 2021 (online); Summer 2021 (online); Summer 2024
 ENGL 2314: Writing for the Professions | Spring 2019; Fall 2019; Fall 2021
 ENGL 2311: Technical Writing | Fall 2018; Spring 2019; Spring 2020; Fall 2020 (online)

University of Texas at El Paso | 2013-2018

Graduate Courses:

RWS 5324: Writing Program Administration (co-taught with Dr. Beth Brunk-Chavez)

Undergraduate Courses:

RWS 3355: Workplace Writing (Online)
 RWS 3359: Technical Writing (Online)
 RWS 1302: Rhetoric and Writing Studies (Hybrid)
 ENGL 1311: Expository English Composition

Porterville Community College | 2015-2017

ENGL 50: College Writing

Doña Ana Community College | 2014- 2016

ENGL 218G: Technical and Scientific Communication
 ENGL 111G: Rhetoric and Composition
 CCDE 110: General Composition

California State University, Bakersfield | 2010-2013

Undergraduate Courses:

ENGL 110: Writing and Research
 ENGL 100: Critical Thinking and Writing
 ESE 80: Early Start English

Bakersfield Community College | 2011- 2013

ENGL 60 Basic Writing Skills

ENGL 50: Introduction to College Composition

ENGL 1A: Expository Writing

Publications

Edited Collections and Special Issues

Schwarz, V., Tsuyuki, C., Tinoco, L. (September 2024). Special issue on Alternative Grading Practices in *Teaching English in the Two-Year Colleges*, 52(1), <https://publicationsncte.org/content/journals/tetyc/52/1>

Peer-Reviewed Articles

Schwarz, V., Tsuyuki, C., Tinoco, L., (September 2024). Disrupting the Alternative Assessment Narrative: Recognizing the Contributions of Teacher-Scholar Practitioners at Two-Year Colleges. *Teaching English in the Two-Year College* (Special Issue on Alternative Grading Practices), 52(1), pp. 5-19. <https://publicationsncte.org/content/journals/10.58680/tetyc20245215>

Ayres, J., Bridgman, K., Gage, S., Gillen, K., Tinoco, L. (September 2024). Toward Decolonization: Integrating the English Studies Curriculum at Texas A&M University-San Antonio. *Association of Departments of English Bulletin*, 161. pp.4-10.

Tinoco, L. (May 2023). Two-Year College Writing Program Administration: Where Do We Go from Here? *Teaching English in the Two-Year College*, 50th Anniversary Special Issue.

Suh, E. K, Griffiths, B. M., Tinoco, L., Snyder, S., and Sullivan, P. (December 2022). Agents of Change: Modeling Two-Year College English Teachers' Change Resilience and Change Saturation during COVID and (we hope) Beyond. *Radical Teacher*. <https://radicalteacher.library.pitt.edu/ojs/radicalteacher/article/view/1008>

Barrera, S. E., Bridgman, K., Burchett, S., Escobedo, J., Galvin, M., Schmidt, R., and Tinoco, L. (April 2022). Arriving, Unmaking, Becoming: Stories of Arrival at an HSI Writing Center. *Praxis: A Writing Center Journal*. Special Issue. <https://www.praxisuwc.com/191-eddy-et-al>

Griffiths, B., Tinoco, L., Suh, E., Giordano, J. B., Hassel, H., Sullivan, P. (December 2021). Community College English Faculty Pandemic Teaching Adjustments: Teaching in the Time of COVID-19. *Community College Journal of Research and Practice*. Special Issue on Community Colleges' Response to the COVID-19 Era and Challenges of Change.

Tinoco, L., Gage, S., Bliss, A., Barron, C., Baruca, P., and Meyer, C. (November 2020). Openings, Risks, and Antiracist Futures: Labor-Based Contract Grading at a Hispanic-Serving Institution.

Special Issue on Contract Grading in *Journal of Writing Assessment*.

<https://journalofwritingassessment.org/article.php?article=151>

Tinoco, L., Herman, L., Bhat, S., and Zepeda, A. (October 2020). International Writing Tutors Leveraging Linguistic Diversity at a Hispanic-Serving Institution's Writing Center. *Peer Review Journal*. <https://thepeerreview-iwca.org/issues/issue-4-2/international-writing-tutors-leveraging-linguistic-diversity-at-a-hispanic-serving-institutions-writing-center/>

Tinoco, L., Eddy, S., and Gage, S. (August 2020). Developing an Antiracist, Decolonial Program to Serve Students in a Socially Just Manner: Program Profile of the FYC Program at Texas A&M University-San Antonio. Special Issue on Promoting Social Justice for Multilingual Writers on College Campuses in *Composition Forum*. <http://compositionforum.com/issue/44/tamu-sa.php>

Peer-Reviewed Book Chapters

Tinoco, L. and Eddy, S. (May 2024). Disrupting White Mainstream English in a Hispanic-Serving Institution: Reflections from Two Latina Writing Instructors. In Asao B. Inoue and Kristin DeMint Bailey (Eds.), *Narratives of Joy and Failure in Antiracist Assessment: Exploring Collaborative Writing Assessments*. WAC Clearinghouse.

<https://wac.colostate.edu/docs/books/narratives/chapter4.pdf>

Tinoco, L. (May 2023). Community College WPAs Creating Change Through Advocacy. In Leigh Graziano, Kay Halasek, Susan Miller-Cochran, Frank Napolitano, and Natalie Szymanski (Eds.), *Making Administrative Work Visible: Data-Driven Approaches to Understanding the Labor of Writing Program Administration*. Utah State University Press.

Tinoco, L. and Eddy, S. (March 2023). The Rhetoric of Rubrics. In Michal Reznizki and David Coad (Eds.), *Dynamic Activities for First-Year Composition*. National Council of Teachers of English Press.

Tinoco, L. and Falcon, J. (2019). Tenemos que hacer la lucha: Reflections of Latin@s in Rhetoric and Writing Studies. In Letizia Guglielmo and Sergio Figueirido (Eds.), *Lingua Franca: U.S. Immigrant Scholars in Rhetoric, Composition, and Communication*. National Council of Teachers of English.

Tinoco, L. and Lawrence, G. (2018). Dismantling Writing Assessment: Towards Collaborative Rubrics. In Jill Dahlman and Piper Selden (Eds.), *Beyond the Frontier, Volume II: Innovations in First Year Composition* (pp. 226-236). Cambridge Scholars Publishing.

Other Academic Publications

Tinoco, L., Giordano, J.B., Hassel, H., Maloy, J. (January 2023). The COVID-19 Pandemic and Workload: Analysis of Open-Ended Survey Questions. *Two-Year College English Association*.

https://ncte.org/wp-content/uploads/2023/08/TYCA_Pandemic_Report_Open-Ended_Analysis_2023.pdf

Tinoco, L. (July 2022). Foreword. In Jessica Nastal, Mya Poe, and Christie Toth (Eds.), *Writing Placement in Two-Year Colleges: Case Studies of Postsecondary Education in Transition*. WAC Clearinghouse.

Hensley, A., Inman, J., Beavers, M., Corona, R., Halbritter, B., Jonaitis, L., Tinoco, L., Wineinger, R. (April 2022). Writing Assessment: A Position Statement. *Conference on College Composition and Communication*. <https://cccc.ncte.org/cccc/resources/positions/writingassessment>

Tinoco, L., Suh, E. K., Giordano, J.B., Hassel, H. (February 2022). The COVID-19 Pandemic and Workload: Results from a National TYCA Survey. *Two-Year College English Association*. <https://ncte.org/wp-content/uploads/2022/03/COVID-19-Pandemic-Workload-Results-from-a-National-TYCA-Survey.pdf>

Giordano, J. B., Griffiths, B., Hassel, H., Higgins, K., Klausman, J., Snyder, S., Suh, E., Sullivan, P., Tinoco, L., and Wegner, M. (2021). White Paper on Two-Year College English Faculty Workload. *Teaching English in the Two-Year College*. <https://library.ncte.org/journals/tetyc/issues/v49-4/31894>

Suh, E. K., Tinoco, L., and Toth, C. (November 2020). TYCA Working Paper #5: Two-Year College English Faculty Professional Development Workload. *Two-Year College English Association*. https://ncte.org/wp-content/uploads/2020/11/TYCA_Working_Paper_5.pdf

Under Review/In-progress

Tinoco, L., Giordano, J.B., Hassel, H., (under review). Who Does the Heavy Lifting: Impact, Implications, and Consequences of National Reform Efforts and Two-Year College Teachers and Students. In Patrick Sullivan, Emily Suh, Jennifer Maloy, and Sarah Snyder (Eds.), *Community College 2.0: Addressing Structural Inequalities and Opportunity Gaps*.

Blewett, K., Post, J., Tinoco, L. (under contract with Utah State University Press). *Reconceptualizing Response: Using Instructor Feedback to Promote Equity and Linguistic Justice in the Writing Classroom*. Utah State University Press

Tinoco, L., Schwarz, V., Tsuyuki, C. (under review). Beyond the Classroom and into the Workplace: Reimagining Graduate Student Preparation for Careers at Two-Year Colleges. In Erin Lehman and Joseph Janangelo (Eds.), *Preparing Writing Program and English Department Graduate Students for Successful Careers at Two-Year Colleges*.

Tinoco, L. et al. (in progress) "[Building the Two-Way Street: A Guide for Two-Year/Four-Year College Writing Program Partnerships](#)." Joint project, Watson Conference on Rhetoric and Composition and Two-Year College English Association.

Giordano, J.B., Hassel, H., Lehman, E., Phillips, C., Suh, E., Tinoco, L. (forthcoming 2025). (in)Equitable Spaces: Material and Cultural Barriers to Four-Year/Two-Year Collaboration. *College English and Teaching English in the Two-Year College*

Foulis, E., and Tinoco, L. (in-progress). Culturally Sustaining Pedagogy: Education Equity and Excellence at Hispanic Serving Institutions.

Grants

Under review, (co-PI with Consuelo Carr Salas and Beau Pihlaja), \$250,000. Perception, Use and Effect of Large Language Models in Students' Writing Process at Hispanic Serving Institutions, National Endowment for the Humanities.

Unfunded, (co-PI with Sonya Eddy), \$1,999,989. Vías de Apoyo: Empowering Students to Choose Their Own Pathway to Success in Integrated Reading and Writing at a Hispanic-Serving Institution, Institute of Education Sciences.

Funded, (with Katherine Gillen and Katherine Bridgman), \$13, 400. Caminos from Classroom to Career: Conocimiento y práctica. Texas A&M University-San Antonio Caminos Hacia el Éxito DOE Grant. October 2020.

Unfunded, (with Sonya Eddy and Scott Gage), \$6,120.50. Using Labor-Based Assessment as Praxis for Antiracist and Decolonial Practice. Texas A&M University-San Antonio Research Council Grants. October 2020.

Funded, (with Sonya Eddy), \$2,049.99. Student Voices, Student Choices: Understanding Latinx Student Experiences with Labor-Based Assessment. College of Arts and Sciences at Texas A&M University- San Antonio. June 2020.

Unfunded, \$4,500. A Multiple Case Study Approach to Understanding the Work of Two-Year College WPAs. Council of Writing Program Administrators, June 2019.

Funded, \$3,000. UTEP Library Information Literacy Course Enhancement Grant. University of Texas at El Paso Library, Association of College and Research Libraries. Fall 2015.

Awards and Fellowships

Excellence in Scholarship Award for Tenure-Track Faculty, College of Arts and Sciences, Texas A&M University, San Antonio, 2022-2023.

Award for Graduate Writing in WPA Studies, Council of Writing Program Administrators, 2018.

Outstanding Research Award, Department of English, University of Texas at El Paso, 2017.

La Beca (\$400), National Conference on Peer Tutoring in Writing, 2016.

Graduate Organization Travel Award (\$100), Council of Writing Program Administrators, 2016.

Baker Hernandez Travel Award (\$9,000), Department of English, University of Texas at El Paso, 2014-2018.

College of Liberal Arts Dodson Travel Award (\$500), College of Liberal Arts, University of Texas at El Paso, 2015.

Conference Presentations

Refereed International Conferences

Tinoco, L. (March 2020). First-year, tenure-track faculty writing for university committees: Testimonios from a Hispanic-Serving Institution in the United States. *Writing Research Across Borders V Conference*. Xi'an, China. (conference canceled due to COVID-19)

Tinoco, L. (February 2017). Writing programs along the U.S./Mexico border. *Writing Research Across Borders IV Conference*. Bogotá, Colombia.

Tinoco, L., Salas, C., Herman, L., and Garcia, S. (February 2017). Multilingual students and tutors: Cultivating new writing center practices across borders. *Writing Research Across Borders IV Conference*. Bogotá, Colombia.

Tinoco, L. (October 2015). Writing in the disciplines: Giving students compositional authority back in the classroom. *Second Annual Latin American Writing Center Conference*. Bogotá, Colombia.

Refereed National/State Conferences

Tinoco, L., Blewett, K. et al. (June 2025). Why Linguistic Justice and Response Need to Come Together. *LEARNCon*. Glendale, CA. (virtual).

Tinoco, L., Blewett, K. et al. (April 2025). Feedback Mixtape: Why Linguistic Justice and Response Need to Come Together. *Conference on College Composition and Communication*. Baltimore, MD.

Tinoco, L., Giordano, J.B., Hassel, H., Lehman, E., Philips, C., Suh, E. (April 2025). The Politics of building the Two-Way Street: A Guide for Two-Year/Four-Year Writing Program Partnerships. Two-Year College English Association National Conference. Baltimore, MD.

Tinoco, L., Eddy, S., Gage, S. (April 2024). Labor-Based Assessment as Writing Abundance: Making Space at a Hispanic-Serving Institution. *Conference on College Composition and Communication*. Spokane, WA.

Tinoco, L., Giordano, J.B., Hassel, H., Lehman, E., Philips, C., Suh, E. (February 2024). Building a Two-Way Street: A Guide for Two-Year/Four-Year College Writing Program Partnerships. *Watson Conference on Rhetoric and Composition*. Louisville, KY (virtual).

Tinoco, L., Blewett, K., and Post, J. (April 2023). Three Themes from Reconceptualizing Response: Using Instructor Feedback to Promote Linguistic. *Linguistic Justice Practice in Community College and Beyond Conference*. Glendale, CA. (virtual).

Tinoco, L., Borchert, J. J., Byrd, A., Hancock, N., Malinowski, L. (February 2023). Hopeful Revisions of Labor-Based Grading Practices. *Conference on College Composition and Communication*. Chicago, IL.

Tinoco, L., Barrera, S.E., Salas, C. C. (March 2022). Not Just Simply Teaching About Them: Creating Antiracist Writing Programs and Departments. *Conference on College Composition and Communication*. (virtual).

Tinoco, L., Barrera, S. E., Gage, S., Riveron, A. (April 2021). Crafting and Sustaining an Antiracist Writing Program: A Conversational Space. *Southern Regional Composition Conference*. (virtual).

Tinoco, L. (July 2020). Testimonios from a Hispanic-Serving Institution: The Road to Crafting an Antiracist, Decolonial Program to Serve Students in a Socially Just Manner *Council of Writing Program Administrators*. Reno, NV (conference canceled due to COVID-19).

Tinoco, L., Barrera, Sonya E., Barron, C. (April 2020). Using Labor-Based Assessment to Resist Racist and Colonial Frameworks. *Conference on College Composition and Communication*, Spokane, WA (conference canceled due to COVID-19).

Tinoco, L. (October 2019). Taking Risks through Labor-Based Assessment. *UNCC Charlotte Conference on Writing Studies*. Charlotte, NC.

Tinoco, L. (July 2019). Community College WPAs: Advocating for Inclusion in the Workplace. *Council of Writing Program Administrators*. Baltimore, MD.

Tinoco, L. (March 2019). Testimonios: The Performance of First-Year Tenure-Track Faculty. *Conference on College Composition and Communication*. Pittsburgh, PA.

Tinoco, L., Herman, L., Zepeda, A., Bhat, S. (November 2018). Migrating to a new workplace: International Student Tutors in the Writing Center. *National Conference on Peer Tutoring in Writing*. South Padre Island, TX.

Tinoco, L., Roth, A., Garcia, S. (November 2018). Context Matters: Interrogating Differing Practices and Models in Writing Centers Just Down the Street from Each Other. *National Conference on Peer Tutoring in Writing*. South Padre Island, TX.

Tinoco, L., Herman, L., Zepeda, A., (October 2018). The Translingual Writing Center: Making Space for International Tutor Experience. *International Writing Centers Association*. Atlanta, GA.

Tinoco, L., Schwarz, V., Russell, C. Macklin, M. (July 2018). Graduate Program Design and the Critical Imperative for Equity and Justice. *Council of Writing Program Administrators*. Sacramento, CA

Tinoco, L. (March 2018). Transforming Community College WPA Narratives through Advocacy. *Conference on College Composition and Communication*. Kansas City, MO.

Tinoco, L., Salas, C., Herman, L., and Garcia, S. (November 2017). Double Agents: Infiltrating Traditional Writing Center Pedagogy and Tutoring in a Multilingual Border Institution. *International Writing Centers Association*. Chicago, IL

Tinoco, L., Dura, L., and Herman, L. (July 2017). Leveraging spaces of radical possibility in WPA work: Building a bi/translingual program on the U.S.-Mexico border. *Council of Writing Program Administrators*. Knoxville, TN

Tinoco, L. (March 2017). Cultivating voices: Changing perceptions of Writing Program Administrators at community colleges. *Conference on College Composition and Communication*. Portland. OR.

Tinoco, L., Roth, A., and Garcia, S. (November 2016). The myth of inclusivity: The tutor's role in complicating (non)inclusive writing center practices. *National Conference on Peer Tutoring in Writing*. Tacoma, WA.

Tinoco, L., Roth, A., and Garcia, S. (October 2016). Interrogating uncritical approaches: How Writing Center Theory inequitably affects students and tutors. *International Writing Centers Association*. Denver, CO.

Tinoco, L. (July 2017). Rethinking Writing Program Administration at community colleges. *Council of Writing Program Administrators*. Raleigh, NC.

Tinoco, L. (April 2016). Rubrics in action: Students and instructors collaborating in writing assessment. *Conference on College Composition and Communication*. Houston, TX.

Tinoco, L. & Dulin, C. (November 2015). Dismantling standardized writing assessment through locally developed rubrics. *National Council of Teachers of English Conference*. Minneapolis, MN.

Tinoco, L. & Medina, D. (October 2015). 'Better writers not better writing': Investigating transfer from the University Writing Center. *International Writing Centers Association*. Pittsburgh, PA.

Tinoco, L. (March 2015). Tutoring the 'untutored tongue' online. *Northern California Writing*

Center Association Conference. Fresno, CA.

Tinoco, L. & Lawrence, G. (February 2015). Co-constructing identities: A first-year composition ethnographic case study. *Ethnographic and Qualitative Research Conference*. Las Vegas, NV.

Tinoco, L. (October 2014). Rethinking student assessment in first-year writing courses. *Two Year College English Association (TYCA) West*. Mesa, AZ.

Brunk-Chavez, B., Salas, C., Dulin, C., and Tinoco, L. (July 2014). Mentoring graduate students on the promises and perils of WPA 'work.' *Council of Writing Program Administrators*. Normal, Illinois.

Tinoco, L. (April 2014). Border issues: The University Writing Center and Writing Tutors. *UTEP/NMSU Joint Conference Crossing Borders*. Las Cruces, NM.

Invited Talks and Workshops

Tinoco, L., Giordano, J.B., Blaauw-Hara, M., Hassel, H., Kopp, N., Philips, C., Suh, E. (April 2025). Creating Sustainable Two-Year/Four-Year College Partnerships. *Conference on College Composition and Communication*. Baltimore, MD.

Tinoco, L. (June 2024). Writing Assessment at Two-Year Colleges. *MLA Institute on Reading and Writing Pedagogy at Access-Oriented Institutions*. University of Utah and Salt Lake Community College. (Virtual)

Tinoco, L. (October 2023). Cultivating and Sustaining Writing Assessment as a Practice of Care and Linguistic Justice. Invited Keynote Speaker, Trends Conference, Collin Community College.

Tinoco, L. (August 2023). Cultivating and Sustaining an Antiracist Writing Program. Invited Keynote Speaker, University of Tennessee, Knoxville. (Virtual)

Tinoco, L. (August 2023). Where Do We Go From Here? Antiracist Assessment Design Beyond Labor-Based Contract Grading. University of Tennessee, Knoxville. (Virtual)

Tinoco, L., Byrd, A., Schwarz, V., (April 2023). Classroom Writing Assessment as Practices of Care and Linguistic Justice. Texas A&M University-Commerce. (virtual)

Tinoco, L., Gage, S. (March 2023). Labor-based Grading. Amplifying Faculty Success Brown Bag Series by the Center for Academic Innovation. Texas A&M University-San Antonio.

Tinoco, L., Byrd, A., Schwarz, V., Johnson, G. (February 2023). Where do we go now? Doing Hope, Healing, and Recovery through Writing Assessment Designs. *Conference on College Composition and Communication*. Chicago, IL.

Tinoco, L. (October 2022). Reshaping Writing Assessment Across the Curriculum to Serve Students in a Socially Just Manner. Invited Keynote Speaker for California State University, San Marcos, MiraCosta College, and Palomar College Joint Conference on Equity in Writing Practices and Information Literacy Across the Curriculum Conference. (Virtual)

Tinoco, L. (June 2022). Cultivating and Sustaining an Inclusive Writing Center. Invited Keynote Speaker for Rocky Mountain Writing Center Association Inter-Institutional Transfer Students and Writing Centers Symposium, (Virtual)

Tinoco, L. (November 2021). Cultivating and Sustaining an Antiracist Writing Program, San Diego State University, CA (Virtual)

Tinoco, L. & Schwarz, V. (October 2021). Cultivating Antiracist Assessment Practices: A Faculty Workshop Series, University of Missouri-Kansas City, MO. (Virtual)

Tinoco, L. & Herman, L. (October 2021). International Writing Tutors Leveraging Linguistic Diversity at an HSI Writing Center, Dr. Monty's English 6372: Writing, Tutoring, & Assessment. University of Texas Rio Grande Valley, TX.

Guerra, M., Pittman, R., & Tinoco, L. (August 2021). Understanding Our Student Demographics. New Faculty Orientation, Texas A&M University-San Antonio, TX.

Tinoco, L. (June 2021). Implementing Contract Grading in Writing Programs. Metro College Success Program's Contract Grading Workshop Series, San Francisco State University, CA.

Tinoco, L. (April 2021). Contract Grading at an HSI. Dr. Schwarz's Graduate Course, ENG 707: Topics in Language Analysis: Critical Approaches to Assessment, Feedback, & Grading. San Francisco State University, CA.

Proffit, A. & Tinoco, L. (July 2020). Challenging Colonialism in the Classroom, Part 2. Intercultural Development Research Association (IDRA), San Antonio. TX [[audio podcast](#)]

Proffit, A. & Tinoco, L. (July 2020). Challenging Colonialism in the Classroom, Part 1. Intercultural Development Research Association (IDRA), San Antonio. TX [[audio podcast](#)]
-Featured in National Coalition for School Diversity

Gillen, K., Santos, A., & Tinoco, L. (February 2020). Decolonizing the Humanities. University of Texas San Antonio, San Antonio, TX.

Tinoco, L. (September 2019). Multilingual Writers: Moving from Linguistic "Deficit" to Leveraging Linguistic Knowledge. Texas A&M University-San Antonio's 10-Year Anniversary Lecture Series. Texas A&M University, San Antonio, TX.

Bridgman, K., Gage, S., Tinoco, L., & Baruca, P. (May 2019). Introduction to College Writing.

Harlendale High School, San Antonio, TX

Tinoco, L. & Baruca, P. (May 2019). Multilingualism in FYC. Workshop for First-Year Composition Program. Texas A&M University, San Antonio, TX.

Tinoco, L. (April 2019). Exams, Prospectus, and Thesis/Dissertations Roundtable. Frontera Retorica Spring Symposium. University of Texas at El Paso. El Paso, TX.

Tinoco, L. (February 2019). Professional Panel in English Studies. Dr. Nicole Carr's Introduction to English Studies course. Texas A&M University, San Antonio, TX.

Tinoco, L. (April 2018). Research in Writing Program Administration. Frontera Retorica Spring Symposium. University of Texas at El Paso. El Paso, TX.

Tinoco, L. (September 2014). Writing a Lab Report. Civil Engineering Department. University of Texas at El Paso. El Paso, TX.

Lawrence, G. & Tinoco, L. (September 2014). 'Writing Triage' Workshop for History TAs and AIs: How to Comment Effectively." History Department. University of Texas at El Paso. El Paso, TX.

Professional Development and Micro-Credentials

Postsecondary Instructor Micro-credential (PIM), Texas Higher Education Coordinating Board (THECB), 2022-2023

Badges earned: Using Assessment in the Classroom (April 2023), Balancing Reading and Writing in the Integrated Reading and Writing Classroom (March 2023), and Critical Literacy (February 2023)

Effective Teaching Practices Course (25-weeks), Association of College and University Educators (ACUE), 2021-2022

Micro-credentials earned: Creating an Inclusive and Supportive Learning Environment, Promoting Active Learning, Inspiring Inquiry and Preparing Lifelong Learners, Designing Student-Centered Courses

Service and Outreach

Texas A&M University-San Antonio

Institution

Member, Search Committee, Dean of College of Education | November 2022-February 2023
 Vice-President/President Elect & Member, Faculty Senate | Fall 2022-Spring 2024
 Chair, Writing Across the Curriculum Committee | Fall 2022-2023
 Safe Space Training | Spring 2022
 Faculty Advisor, HER Campus Chapter | 2020-2023

Member, Search Committee, Director of Entry Level Mathematics | Spring 2020
 UndocuAlly | Fall 2020-present
 Member, President's Commission on Equity | 2019-2022
 Member, Search Committee, Director of Quantitative Literacy | Spring 2019
 Member, Quantitative Advisory Committee | 2019-2021
 Faculty Co-Advisor, Writing Club | 2019-2020
 Faculty Advisor, First-Year Experience Program | 2019-2021
 Facilitator, The Dream.US Writing Workshop | February 2019, February 2020
 Member, Quality Enhancement Plan Committee | 2018-2019

College

Search Committee, Associate Dean of College of Arts and Sciences | November 2022
 Land Acknowledgement Task Force | 2021-2022
 College Curriculum Committee | 2020-2021

Department

Tenure and Promotion Committee | Fall 2024-present
 Faculty Evaluation Committee | Fall 2024-present
 English Undergraduate Committee | Fall 2024-present
 Outreach and Recruitment Committee | Fall 2024-present
 Faculty Evaluation Rubric Ad-Hoc Committee | Fall 2024-Spring 2025
 Coordinator of English Graduate Program | 2021-2023
 Search Committee, Director of Integrated Reading & Writing | Spring 2021
 Chair, English Graduate Committee | 2020-2023
 English Undergraduate Committee | 2019-2020
 First-Year Composition Assessment Committee | 2018
 Bylaws Committee | 2018-2019
 First-Year Composition Committee | 2018-2023

University of Texas at El Paso

Department

Assistant Director of University Writing Center | 2014-2015 and 2017-2018
 Assistant Director of Rhetoric and Writing Studies Program | 2015-2017

Service to the Profession

Composition Studies Journal

Manuscript Reviewer | 2025-present

Teaching English in the Two-Year College Journal

Manuscript Reviewer | 2024-present

Journal of Writing Assessment

Editorial Team, Co-Editor | 2025-current
 Editorial Team, Assistant Editor of Manuscript Reviews | 2021-2025

Conference on College Composition and Communication

CCCC Assessment Task Force | 2021

Stage 2 Proposal Reviewer | 2020

First-Round Proposal Reviewer | 2019

Two-Year College English Association

Co-Chair, TYCA English Faculty Workload Issues Committee | 2019-present

National Conference Proposal Reviewer | 2019-present

Council of Writing Program Administrators

CWPA People of Color Caucus Research Grant Committee | 2018-2019

Diversity and Outreach Committee | 2016-2018

Task Force on Antiracist Assessment | 2016-2017

National Conference on Peer Tutoring in Writing

Travel Grant Reviewer | 2017-2018

Service to the Community

Communications and Learning Advisory Board, St. Philip's Community College, San Antonio, TX

Member | 2021-2024

San Antonio Youth Literacy, San Antonio, TX

Reading Buddy | 2018-2023

AVANCE, El Paso, TX

Literacy Outreach Partner | 2013-2014

Graduate Student Advising

MA Thesis Director

Lizette Nava, English MA student, 2025-current

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